CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	University of Hawaii
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Vassilis
Middle Name:	L
* Last Name:	Syrmos
Suffix:	
* Title:	Interim Director, Office of Research Services
* SIGNATURE:	Nozomi Kanoho
* DATE:	05/16/2022

OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 05/16/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of Hawaii

* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(6)

* c. UEI: UALXDJ3K6393

d. Address:

* Street1: Office of Research Services
Street2: 2440 Campus Road, Box 368
* City: Honolulu
County/Parish:
* State: HI: Hawaii
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 96822-2234

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name: Beverly
Middle Name:
* Last Name: Baligad
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: (b)(6)
Fax Number:

* Email: (b)(6)

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

*** 12. Funding Opportunity Number:**

DHS-22-TTP-132-00-01

* Title:

Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Hawai'i's Whole Community Approach to Building and Sustaining Behavior Intervention/Threat Assessment (BITA) Knowledge Through Ongoing Supportive Educational Measures and Events.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: HI-001 * b. Program/Project: HI-001

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2022 * b. End Date: 09/30/2024

18. Estimated Funding ($):

* a. Federal	533,285.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	533,285.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Vassilis

Middle Name: L

* Last Name: Syrmos

Suffix:

* Title: Interim Director, Office of Research Services

* Telephone Number: (b)(6) Fax Number:

* Email: (b)(6)

* Signature of Authorized Representative: Nozomi Kanoho * Date Signed: 05/16/2022

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

ORGANIZATION:
University of Hawaii
2440 Campus Road
Box 368
Honolulu, HI 96822

DATE:06/09/2021

FILING REF.: The preceding agreement was dated 06/09/2020

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

	EFFECTIVE PERIOD				
TYPE	**FROM**	**TO**	**RATE(%)**	**LOCATION**	**APPLICABLE TO**
PRED.	07/01/2017	06/30/2019	41.50	On-Campus	Organized Res.
PRED.	07/01/2019	06/30/2020	43.00	On-Campus	Organized Res.
PRED.	07/01/2020	06/30/2021	44.50	On-Campus	Organized Res.
PRED.	07/01/2021	06/30/2022	45.00	On-Campus	Organized Res.
PRED.	07/01/2022	06/30/2023	45.50	On-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	24.00	Off-Campus	Organized Res.
PRED.	07/01/2019	06/30/2023	26.00	Off-Campus	Organized Res.
PRED.	07/01/2017	06/30/2019	40.00	On-Campus	Instruction
PRED.	07/01/2019	06/30/2023	45.00	On-Campus	Instruction
PRED.	07/01/2017	06/30/2023	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2019	32.00	On-Campus	Other Sponsored Act
PRED.	07/01/2019	06/30/2023	36.50	On-Campus	Other Sponsored Act
PRED.	07/01/2017	06/30/2023	26.00	Off-Campus	Other Sponsored Act
PRED.	07/01/2017	06/30/2019	3.30	(A)	Direct Projects
PRED.	07/01/2019	06/30/2023	3.10	(A)	Direct Projects
PRED.	07/01/2017	06/30/2019	6.60	(B)	(C)

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2019	06/30/2023	8.00	(B)	(C)
PRED.	07/01/2017	06/30/2019	54.00	(D)	Organized Res.
PRED.	07/01/2019	06/30/2020	55.00	(D)	Organized Res.
PRED.	07/01/2020	06/30/2021	55.50	(D)	Organized Res.
PRED.	07/01/2021	06/30/2022	56.00	(D)	Organized Res.
PRED.	07/01/2022	06/30/2023	56.50	(D)	Organized Res.
PRED.	07/01/2018	06/30/2019	4.30	Off-Campus	(E)
PRED.	07/01/2019	06/30/2023	1.80	Off-Campus	(E)
PRED.	07/01/2017	06/30/2023	9.00	Off-Campus	(F)
PROV.	07/01/2023	Until Amended		(G)	

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

SECTION I: FRINGE BENEFIT RATES**

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
FIXED	7/1/2021	6/30/2022	0.75	(1)	UH (A)
FIXED	7/1/2021	6/30/2022	0.80	(1)	UH (B)
FIXED	7/1/2021	6/30/2022	1.49	(1)	UH (C)
FIXED	7/1/2021	6/30/2022	1.25	(2)	RCUH (A)
FIXED	7/1/2021	6/30/2022	1.86	(2)	RCUH (B)
FIXED	7/1/2021	6/30/2022	2.19	(2)	RCUH (C)

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and Wages.

(1) University of Hawaii (UH)
(2) Research Corporation of the University of Hawaii (RCUH)

UH (A) Student Employees (including Graduate Assistants)

UH (B) Faculty, Staff, not eligible for vacation

UH (C) Faculty and Staff, eligible for vacation

RCUH (A) Regular Status Employees, less than 50% FTE and all other non-Regular status employees

RCUH (B) Regular Status Employees, 50% FTE or greater but less than 13 months of services

RCUH (C) Employee, 50% FTE or greater and 13 months or more of service

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below.

UNIVERSITY OF HAWAII (UH) (1):

UH Fringe Benefit Rates: UNEMPLOYMENT, WORKER'S COMPENSATION, AND TERMINAL VACATION PAYOUT RESERVE.

STATE OF HAWAII Fringe Benefit Rates: FICA, PENSION ACCUMULATION, PENSION ADMINISTRATION, RETIREE HEALTH INSURANCE, OTHER POST-EMPLOYMENT BENEFITS.

The following fringe benefits are specifically identified to each UH employee and are charged individually as direct costs: HEALTH INSURANCE AND GROUP LIFE INSURANCE.

RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) (2):

RCUH Fringe Benefit Rates: UNEMPLOYMENT, TERMINAL UNUSED SICK LEAVE PARTIAL PAYOUT RESERVE, AND TERMINAL VACATION PAYOUT RESERVE.

The following fringe benefits are specifically identified to each RCUH employee and are charged individually as direct costs: FICA, HEALTH INSURANCE (MEDICAL AND DENTAL), FLEXIBLE SPENDING ACCOUNT (FSA), RETIREMENT, GROUP LIFE INSURANCE, LONG TERM DISABILITY, LONG TERM CARE, WORKERS COMPENSATION.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF=CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which either rent is directly allocated to the project(s), or activities are conducted in third party space rent free, the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate according to location and purpose. In the case that one rate is required by the sponsor, if more than 50% of a project is performed off-site, the off-site rate will apply.

DEFINITION OF EQUIPMENT
Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

This rate agreement updates the fringe benefits only.

NEXT PROPOSAL DUE DATE
An indirect cost proposal based on actual costs for FYE 06/30/22 is due by 12/31/22 and fringe benefit proposal based on actual costs for FYE 06/30/21 is due by 12/31/21.

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Hawaii

(INSTITUTION)

(b)(6)

(SIGNATURE)

Vassilis L. Syrmos

(NAME)

Vice President for Research and Innovation

(TITLE)

6/23/2021

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/9/2021

(DATE) 7038

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (b)(6)

Name of entity: University of Hawai‘i

Location: Kapolei, Hawai‘i serving the State of Hawai‘i

Application Track: Promising Practices-Multiple Projects

Project type: Raising Societal Awareness, Civic Engagement, and Bystander Training

Amount of funds requested: **$533,285**

ND Grants EMW#: EMW-2022-GR-APP-00072

1. Project Abstract:

Though state efforts to address targeted violence through threat prevention continue to occur, the geographic location and limited resources have continued to make those efforts a challenge. UH West O‘ahu intends to create opportunities to further enhance and strengthen local threat assessment and management capabilities within the state of Hawaii regardless of those challenges in a variety of ways. Those opportunities include the following: creating free accessible training; collaborating with an established community based partner whose mission is to address violence, abuse and trauma, and by creating and mobilizing a bystander intervention awareness program that encourages safe options for reporting for the local community as a whole.

While the creation of an available collection of training resources alone will not be sufficient, collaborating with the Institute on Violence, Abuse and Trauma (IVAT) through their Hawai’i Pacific Brach- Ho’omaluhia to create a training track on threat assessment as a complimentary topic area to trainings already presented at their annual summit,will help bridge local efforts and provide excellent cross training within the community. The annual summit will assist in the efforts to infuse trauma and culturally informed practices into threat assessment and violence prevention education to the state of Hawai‘i. Furthermore, a generalized local bystander intervention awareness campaign and training will help the community recognize behavior that should be reported, as well as other options for safe interventions that will benefit the community as a whole.

Through these combined efforts, building, growing and sustaining capacity to thwart targeted violence through threat prevention will become strengthened; and a solid foundation built upon, which other state efforts can continue to use as the base for threat prevention for years to come.

Project Narrative- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

1. Needs Assessment

With the surge in targeted violence across the United States over the last few years, violence prevention has become an integral and important part of identifying and addressing known issues before they further escalate on the pathway to violence. Although Behavior Intervention/ Threat Assessment (BITA) efforts have begun to grow, there is still more that needs to be done, especially here in Hawai‘i. Unfortunately, there are a myriad of barriers preventing those current efforts from expanding further, such as: the geographic location of the state in relation to the other 48 contiguous states; the additional physical challenges of a state population separated by eight (8) islands, limited fiscal and professional resources, and competing priorities for the state as a whole.

Rather than target one specific type of audience (for example, educational sectors), this project hopes to build statewide awareness of threat assessment and threat management capacity through education programming and awareness efforts. In order to pursue that outcome, understanding the breakdown and location of the state's population is vital. Hawai‘i is the only state composed entirely of islands, covering 6,423 square miles. The population[1] estimated as of 2020 is 1,455,271 (a 7% increase since 2010) people spread across the Hawaiian islands. Of the total population, 273,927 are living in rural Hawai‘i while the rest are considered to be located in urban areas. Population breakdown by county is as follows: Honolulu County (Oahu) has 1,016,508 people, Hawai‘i County has 200,629 on people, Maui County has 65,754 people, Kaua‘i County has 73,298 people, and Kalawao County (Moloka‘i) has 82 people.

With the majority of the population spread across 5 counties among the islands, relationship building among outer island entities will be key to enhance and grow promotional efforts intended to reach most, if not all, demographics in order to implement and sustain this project.

There is one major community based BITA effort in the state: Threat Team Hawai‘i (TTH). Founded in 2017, this community organization serves many different types of organizations in the state. The general membership has continued to grow steadily the last few years to over 400; however, formally implemented threat assessment teams within the state remain minimal. Focusing on presenting foundational knowledge in a variety of different ways to increase capacity within communities regarding threat assessment applications to various organizations (not just educational institutions) will be beneficial to the state efforts overall.

While there are some efforts to build threat assessment functions within educational institutions; little is known about other community (non-education related) based threat assessment efforts at this time. In addition, a recent attempt by the state legislators to pass a statewide bill[2] to provide support for threat assessment efforts through the Hawai‘i State Fusion Center for schools, the status[3] of the bill remains unknown at this time. However, threat assessment efforts across the state must continue using a variety of different approaches aimed at different audiences.

This grant proposal focuses on creating and enhancing local threat assessment and threat management capabilities within the state in several ways: 1.) by the creation of an

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[1]https://www.census.gov/library/stories/state-by-state/hawai‘i-population-change-between-census-decade.html#:~:text=Population%20(up%207.4%25%20to%20331.4,or%20More%20Races%2010.2%25).

[2] Proposed Bill (latest version as of 5/9/22)l: https://www.capitol.hawaii.gov/session2022/bills/HB1415_.pdf

[3] Status: https://www.capitol.hawaii.gov/measure_indiv.aspx?billtype=HB&billnumber=1415&year=2022 (last viewed 5/9/22)

online training system accessible to many; 2.) fostering collaboration with the Institute on Violence, Abuse and Trauma (IVAT)through Ho'omaluhia (its Hawai’i-Pacific branch) that involves an intentional plan to slowly incorporate more BITA training and presentations into the pre-existing (and established) annual summit; and 3.) building a statewide community based effort to raise bystander awareness, the project will support and continue to strengthen all current efforts occurring throughout the state. Since the grant objectives will be inclusive and available to many organizations, we anticipate working closely with groups and organizations that serve historically marginalized groups, such as individuals from ethnic minorities, persons with disabilities and the LGBTQ+ community.

2. **Program Design: goals and objectives**

The goal of this proposed program is to create and enhance local threat assessment and management capabilities within the state through implementation of the following objectives:
***Objective 1*:** Community members within the state of Hawai‘i will have access to asynchronous training/presentations intending to provide information to a broad set of local stakeholders to increase awareness, engagement, and knowledge base in threat assessment, concerning behaviors and radicalization to violence factors which may affect our local community as a whole.
Objective 2: Taking a whole community approach to encourage community engagement by infusing trauma and culturally informed practices into threat assessment and violence prevention education to the state of Hawai‘i.
Objective 3*:* Members of the local community have the ability to act on their awareness training and help members of their community before they threaten the public, by knowing how to contact – and understanding the role of – threat assessment and management entities.

Likelihood of Success

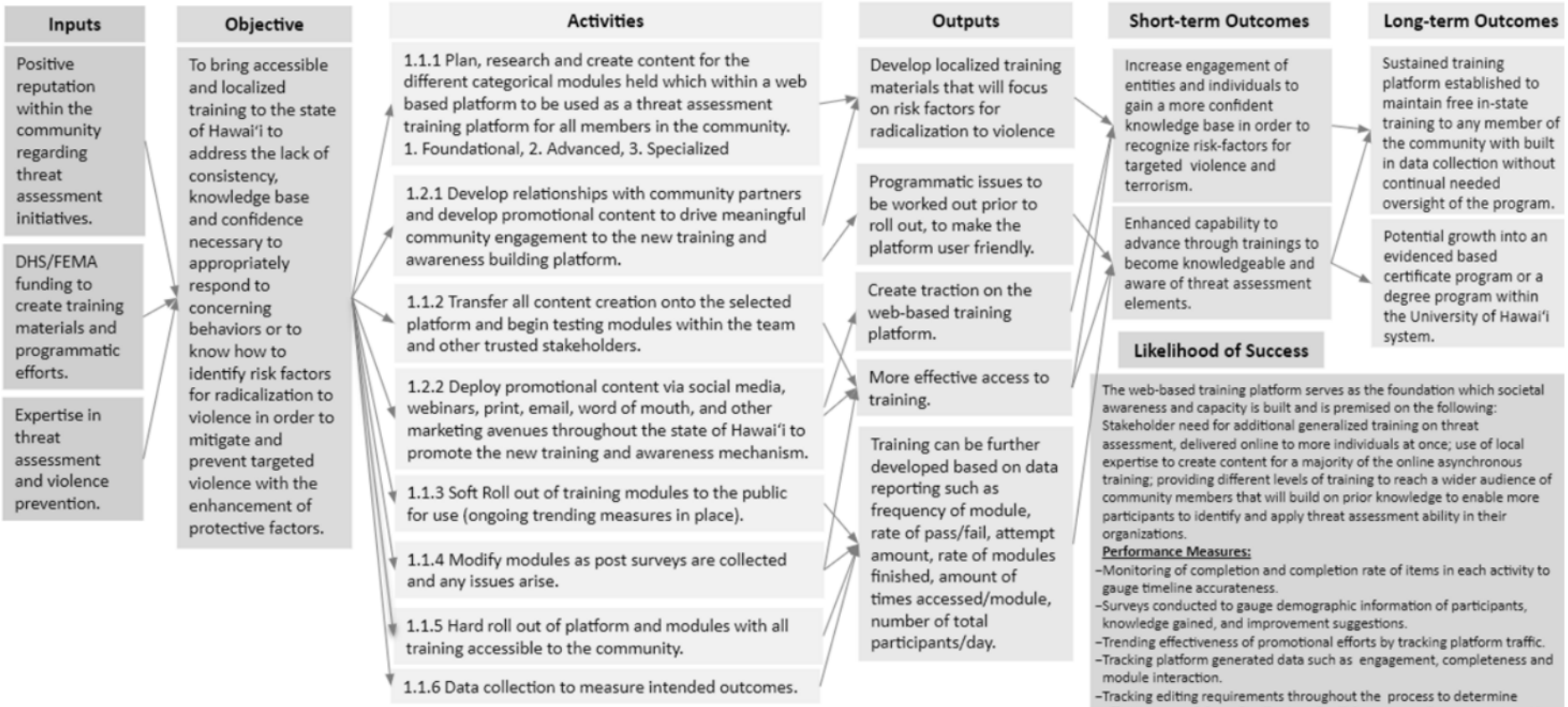
The likelihood of success for these initiatives being implemented in the state of Hawai‘i is extremely high, since it requires a high level of local stakeholder support on the front end. Also, the success of the programs will be enhanced through ongoing training, professional development, building on civic engagement, providing links to available, on-demand community-based resources and training, and collaborating with other well established community organizations and events that complement threat assessment efforts within the state. Once these initiatives are in place, the community will continue to build their threat assessment capacity using national best practices and now available community-based threat assessment resources.

Together, the asynchronous training platform, collaboration with IVAT/Ho'omaluhia as their threat assessment track advisors for their 2023 and 2024 Summits, and the creation of localized Bystander Training awareness materials will further state and local community efforts to identify, address and prevent, through anonymous reporting, individuals who may be on the pathway to targeted violence. By localizing all of the training and materials to make the initiatives culturally relevant to the participating community, engagement and use will be more successful with larger populations within the diverse cultures of Hawai‘i.

Project Narrative- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Logic Model- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Theory of Change (Societal Awareness): By creating a web-based training platform open to community and entity use, engagement in awareness training for violence radicalization will dramatically increase because there has never been any sort of community accessed training platform specifically designed for the state of Hawai‘i that provides a multi-tiered training approach to terrrorism and targeted violence prevention efforts.



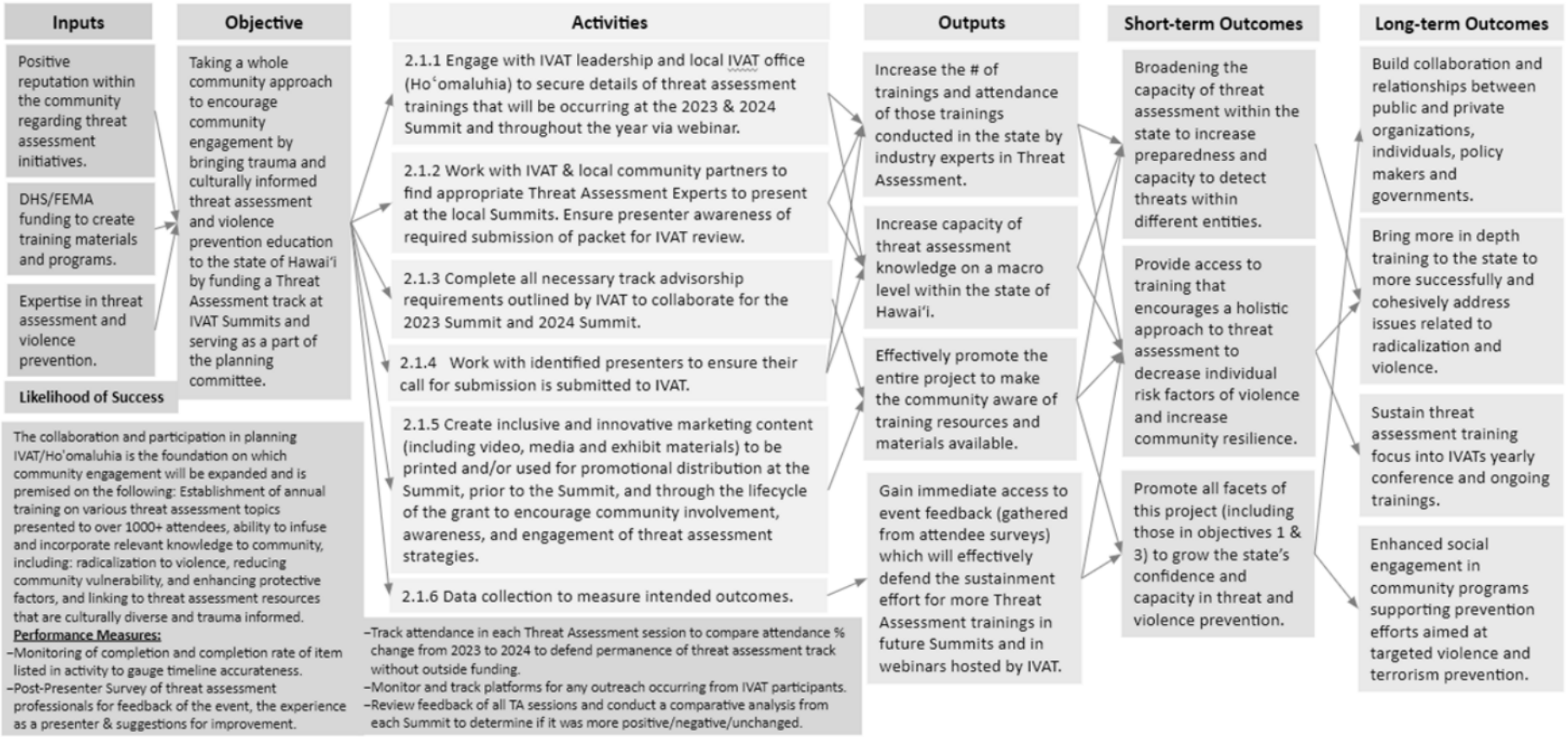
Contextual factors and underlying assumptions: Input from OTVTP, DHS, HSFC, FBI, Secret Service, and others will be utilized to ensure the most accurate and up to date resources are being used throughout content creation and when needed as future research and developments come out. Module levels will be accessed based on experience in threat assessment knowledge so measures may be skewed as all participants will be of varying backgrounds and experiences. There is a plan to implement pre-surveys before access to the information section is given, which will provide measures for basic background information to alleviate any deviations in measures.

4. Sustainability: Once the training modules have been officially rolled out, it will not need ongoing funding to maintain. The PI, as chair of the Behavior Intervention Team at UH West O‘ahu, is immersed in the threat assessment community in the state of Hawai‘i and will be working alongside community partners long after the grant concludes. Once access is given to this web-based platform, the ability to work within the training program will not expire. The intention of this project is to partner with other community stakeholders involved in threat assessment to ensure these trainings remain in circulation and are utilized often to build upon the state’s capacity.

Project Narrative- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Logic Model- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Theory of Change (Civic Engagement): By serving on the planning committee and funding the implementation of a threat assessment track into the recurring IVAT Summit, it will allow the state of Hawai‘i to begin reducing community vulnerability to violence risk factors and increase protective factors by building awareness and resilience as a whole population by obtaining a better understanding of threat prevention.



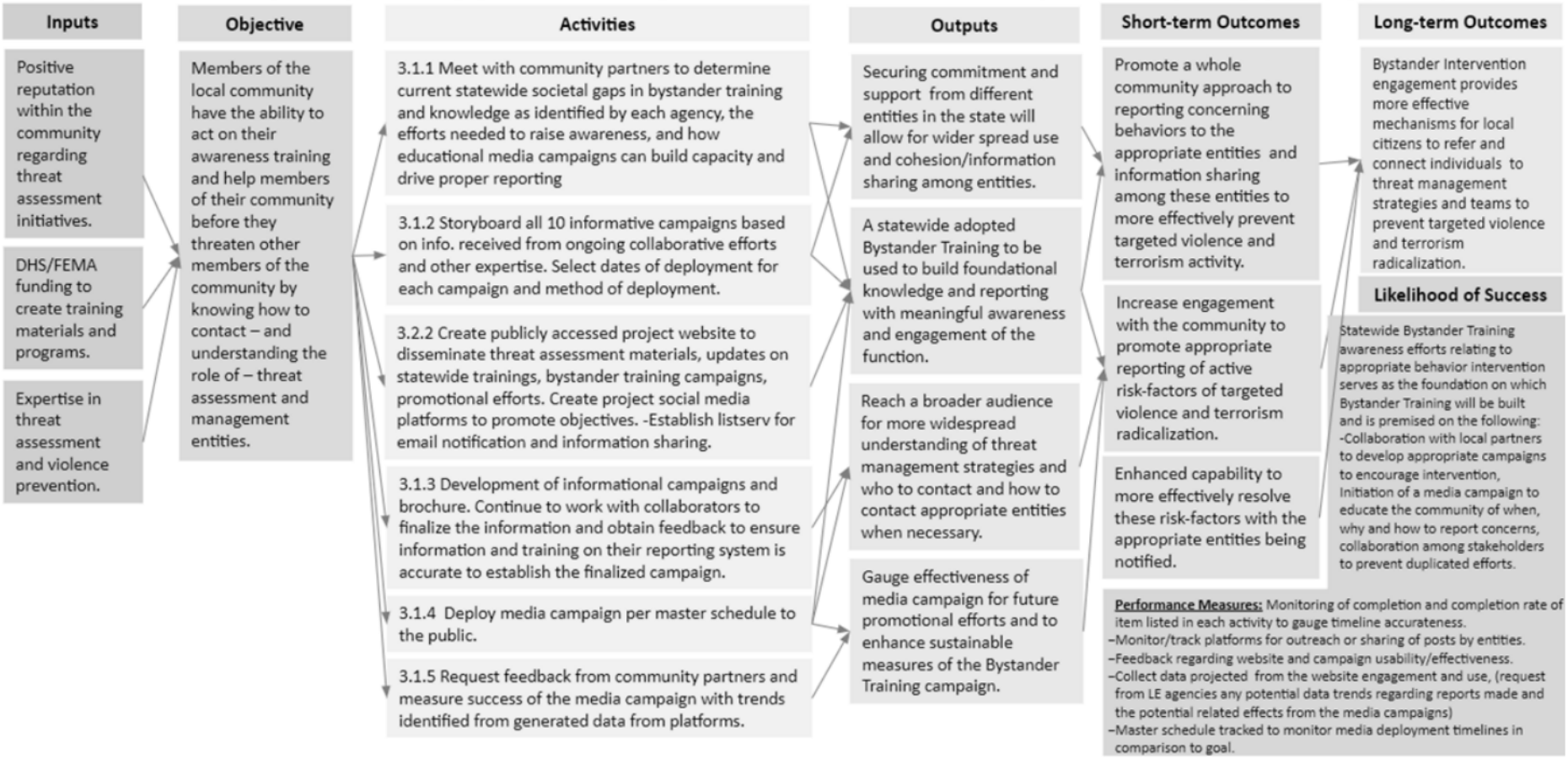
Contextual factors and underlying assumptions: This project will engage individuals and organizations throughout the state of Hawai‘i. While not all of these entities have been identified yet, a major portion of this grant is dependent upon relationship building on the front end so that threat prevention training can be spread through all organizations or used by any individual, not just high level teams with extensive training. While we already have stakeholders willing to partner within this initiative, we would like to engage with those not yet involved in the threat awareness community to reach a broader audience and make the community more cohesive and aware as a whole.

4. Sustainability: The intent of being lead advisors on a newly implemented Threat Assessment track at the IVAT/Ho'omaluhia Summit, will be to promote a permanent track within the Summit program, to allow for yearly threat assessment training brought to the state of Hawai‘i and its multifaceted community of professionals. To accomplish this, this grant will fund the 2023/2024 Threat Assessment sessions to determine if a stand alone threat assessment track is viable and sustainable. These trainings will ultimately lead to a stabilized community training approach capable of being maintained within IVAT/Ho'omaluhia for years to come.

Project Narrative- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Logic Model- Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Theory of Change (Bystander Training): By creating a localized media campaign, which is designed to empower the community’s response to identified and potential future targeted violence, the community-based efforts will be exponentially useful in bringing awareness in contacting and understanding the roles of threat assessment professionals and producing a positive engagement experience.



Contextual factors and underlying assumptions: Community partners include those actively engaged in TTH (Threat Team Hawaii) & TTE (Threat Team EDU) who are representatives serving from federal entities as well as local organizations such as the Hawaii State Fusion Center, Hawaii Police Department and the Sheriffs Office. Commitments of participation from major local law enforcement agencies will be integral in the success of this initiative.

4. Sustainability: Once all media campaigns are rolled out onto the social engagement platforms, all content previously created and shared will remain in place even after the grant conclusion. The platforms will allow for a natural tracking system to show trends in usage. Collaboration efforts with community partners will allow feedback to the success of the campaigns which will be a self-serving system that will evaluate success and opportunities of this initiative.

3. **Organization and Key Personnel:** UH West O‘ahu is one of ten campuses in the University of Hawai‘i system. These ten campuses constitute the public institutions of higher education in the State of Hawai‘i. As a baccalaureate institution, UH West O‘ahu serves approximately 3,008[4] undergraduate students- most coming from the most underserved communities in Hawai'i. The campus’ mission is to advance knowledge that transforms lives, thereby providing every graduate an opportunity to apply wisdom and skill to improve their communities.

PRINCIPAL INVESTIGATOR: The principal investigator (PI) of this 2022 TVTP grant is Beverly Baligad, J.D., (currently the Director of Compliance and the Principal Investigator for the 2021 TVTP grant). The role of the PI in accomplishing project goals are described below.

1. The PI has a primary responsibility for achieving the technical success of the project and ensuring all program outcomes and objectives are carried out within the appropriate timeline and within specifications of the implementation and measurement plan (IMP).
   - Since 2009, Beverly Baligad, J.D. has been immersed in threat assessment efforts within higher education in Michigan and more recently in Hawai‘i's educational system. Between 2009 and 2021, she has chaired over 700 cases total; over 70 of those cases were formal threat assessments- many of which were extremely complex. She also collaborated, assisted and helped to train surrounding higher ed institutions within the state of Michigan and Hawai‘i, as well as a Guam community coalition. She created, implemented, trained, and currently Chairs the UHWO Behavior Intervention Team, known by many in the state as a model for an effective threat assessment team who uses national best practices in each case assessment. Most recently, she was named as a core member of the National Governor’s Policy Academy on Preventing Targeted Violence for Hawai‘i in 2021; has been a member of Threat Team O‘ahu (TTO), now Threat Team Hawai‘i (TTH), since its inception in 2017; and is a co-founder of Threat Team EDU (TTE).
2. Oversight of the budget, including understanding and complying with DHS/FEMA policies which includes authorizing only those expenditures which are reasonable and necessary.
3. Ensuring timely completion and accuracy of programmatic reports and reporting efforts.
4. Taking responsibility to understand and comply with all institutional and sponsor policies, practices, procedures and directives for the proper administration of projects.
   - As a current awardee of the 2021 TVTP grant, where funds are being managed appropriately, reports are appropriately reflecting grantee actions, and directive being complied with appropriately and per policy of UHWO and DHS/FEMA requirements, these practices will be carried over into this grant, ensuring proper use, distribution, and tracking of all funds expended.

PROGRAM DIRECTOR: In order to transition the goals of the 2021 TVTP grant to the 2022 TVTP Grant, the PD from the 2021 TVTP Grant will pivot and take on the major role of achieving the objectives and outcomes of the 2022 TVTP Grant. Efforts needed in the first year of this newly funded grant will come largely from the PI and her expertise in threat assessment and her immersive background in the threat assessment community. The already occurring collaborations of the 2021 TVTP Grant will smoothly transfer into the inputs needed for the 2022 TVTP funding opportunity. The PD role beginning 10/1/2023 will include:

1. Provide oversight and coordination of all aspects of the grant projects to ensure compliance

[4] Based on fall 2021 enrollment numbers: https://app.powerbi.com/view?r=eyJrIjoiZTU0NGNmZDEtNzc2OS00YmZlLTkxNDEtNjZlYmZmNjkzNTJhIiwidCI6IjgyZThmOWEyLWZiODctNDk1Ny04ZTIxLWRmNWYzMjc1ZTMyOCIsImMiOjZ9

with applicable laws, regulations, University, and agency requirements.
   - The PD has been managing all aspects of the 2021 TVTP grant and understands the requirements and responsibilities associated with this DHS/FEMA grant. The PD also has over 7 years of project implementation experience.
2. Serve as the liaison to internal/external constituents and attend meetings to network and build relationships to gain insightful ideas of how to sustain awareness within the local community.
   - Currently fulfilling this role to drive objectives and obtain support from local stakeholders.
3. Oversees the implementation of systems to achieve goals, timelines, and project performance.
   - With over 5 years of experience in Quality Assurance management, over 10 years of budget and personnel oversight, and after several months as PD for the current TVTP grant, the PD understands the necessity of these tasks to ensure outcomes met as justified within the IMP.
4. Maintain up to date knowledge in BITA to ensure training modules are appropriate.
   - Currently holds active memberships with access to all resources and training to ATAP and NABITA. Utilizing the knowledge and expertise received from conferences and other resource material to ensure all material content for the grant is sufficient for statewide use.
5. Ensure processes and systems are maintained while keeping all subject matter current and in line with training modules and implement process improvements where needed.
   - With over 8 years of experience in actively maintaining written policies and procedures, regulation analysis and interpretation, and development and implementation of entire systems and trainings to coincide with the deployment of projects, this program director has the experience required to maintain content, implement modules and training, as well as analyze the effectiveness of these modules and input any system adaption as necessary.
6. Prepares timely reports, including collating progress reports, writing summary narratives, participating in communication to DHS/FEMA, and presenting status briefings as necessary.
   - While serving as the Junior VP of Operations and Sales, state agencies played an active role in regulation interpretation, plans of corrections, and status updates for reports. With vast experience working alongside state agencies in previous roles and actively working with DHS in her current role, Ms. Schoonover will adequately meet this requirement.

Program Support Specialist (Admin & Fiscal Support): This position will require funding through the entirety of the grant at 0.5 FTE (50% effort). The Program Support Specialist has not yet been hired, but will ensure the candidate has the appropriate qualifications to meet the expectations described below.

1. Assist the PD with administrative and fiscal responsibilities of the grant to ensure that cost accounting is carried out successfully and per grant guidelines and regulations.
2. Assists PI and PD with the preparation of project reports such as: meeting timelines for all reports and responding to official information requests from oversight authorities.
3. Collects data to prepare periodic summary reports to assess effectiveness of program design and implementation rollout to maintain adherence to project timelines, objectives, and goals.
4. Remains current with DHS policies and grant terms/conditions to ensure project compliance regarding project administration, fiscal and operational functions.
5. Performs procurement functions as well as advises faculty on appropriate policies/procedures.
6. Assists in the research and implementation of training materials and module roll out related to grant goals, while maintaining knowledge in BITA.

Multimedia Specialist: The media specialist will require funding through the entirety of the grant at 100% effort. This position will be vital in order to develop promotional content and any graphics needed for the different training within each objective to attract multiple target groups

and to organize modules and training for user-friendly promotion and access. This specialist will be required to participate in relationship development with other entity’s media specialists to accomplish program outcomes. The applicant will meet the following requirements:

1. Develop creative digital content to assist in building capacity in targeted violence and terrorism prevention and adapting current content to improve and build retention.
2. Meet with the project team and generate creative design ideas from basic concepts.
3. Develop unique specialty content, such as 3D animation, special visual effects, narration and sound effects, video/audio editing, dynamic graphics, databases, etc. that will be required relating to trainings in risk factors to radicalization, coordination and engagement activities to reduce community vulnerability and increase community resilience and bystander awareness.
4. Use multimedia design knowledge and experience to create clear and engaging multimedia materials and resources that effectively meet the needs of the TVTP project outcomes.
5. Plan, coordinate, and effectively manage projects from design, details of photo/video shoots to the deployment phase in a timely manner according to expectations.
6. Research and acquire necessary releases, licenses, and approvals as required to meet objectives, policies, regulations, and directives of the TVTP Grant.
7. Professional competencies in animation, graphic design, social media, web design, design concepts, mobile app technologies, streaming services, and digital accessibility.

4. **Sustainability:** Through the creation of an online training system accessible to many; collaboration with IVAT/Ho'omaluhia that involves an intentional plan to slowly incorporate more BITA training and presentations into the pre-existing (and established) annual summit; and building a statewide community based effort to raise bystander awareness, this project will support and continue to strengthen current efforts occurring throughout the state.

As current awardees of the 2021 TVTP grant, UHWO is in an ideal position which can meet all grant requirements for both the current , as well as this grant application, since the grants efforts are complementary and strengthen those efforts. This grant team has been successful in achieving community buy-in with the current grant objectives and would continue to strengthen and establish sustainability of the broader local prevention framework to a wider targeted audience.

5. **Budget Detail and Narrative:** The funding requested of $533,285 for the 2 years of the grant is necessary to implement this project.

Budget Category	Federal Request
Personnel	$206,112
Fringe Benefits	$108,930
Travel	$7,100
Supplies	$22,100
Contractual	$63,000
Other	$16,000
Total Direct Costs	$423,242
Indirect Costs[5]	$110,043

[5] The Indirect Cost rate for the University of Hawai‘i system is calculated based on the federally negotiated rate agreement with the Department of Health and Human Services, the cognizant Federal office. The rate is based on the 2021 and 2022 F & A Rate Agreement. For this project the rate falls under the “Other Sponsored Activities, Off-Campus” rate, which is 26% of Modified Direct Cost. Modified total direct costs consist of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, and travel.

TOTAL PROJECT COSTS	$533,285

All the elements of this project are focused on training and material development of local prevention frameworks to prevent targeted violence and terrorism (which is currently minimal). In addition to developing multiple programs, Hawai‘i is ranked as the state with the third-highest cost of living in the U.S. so our cost estimates for implementing these objectives will be higher. .

UH West O‘ahu is asking for **$300,000 to Raise Societal Awareness** because the development of media and promotional efforts to spread awareness of the project's initiatives will require specialized full time help from a media specialist, as well as supporting personnel to oversee and implement each of the grants goals. Personnel and benefit costs are high, but without the necessary support from appropriate personnel, the success of implementing all aspects of this project would not be possible.

UHWO is asking for **$125,000 to promote Civic Engagement**. UHWO believes this amount is justified in order to establish sustained yearly threat assessment training brought to the islands for the community and community partners. Travel and professional development for threat assessment professionals are minimal; investing in and training the next generation of threat assessment professionals locally is the largest investment in sustainability the state could ever make. Collaboration with IVAT through Ho’omaluhia will help us grow that capability faster and, at the same time, train others on the islands as well.

UHWO is asking for **$108,285 to implement Bystander Training** to the community. Promotional and media costs, along with supplies for multimedia creation will be a necessity in order to successfully instill an understanding of foundational bystander training into the state. While our current 2021 grant focuses on Bystander Training in schools and on campuses, this would benefit more localized efforts through a media campaign with a wider reach across 8 islands. The difficulty of statewide training outreach will require funds to work with a multifaceted group of threat assessment specialists to ensure a sustainable approach is taken and multi agency buy-in can be gained.

Personnel: Salaries and Fringe total expense: $315,042: Key personnel includes: a Program Director (PD), Program Support Specialist and the Multimedia Specialist. Beverly Baligad, JD will begin as the PD for the first year of the grant as the oversight needs of the grant will be minimal.

The dollar amount needed to fund the salary of the PD for the second year of the TVTP Grant cycle is $70,536. The Fringe benefits needed for this position at a 52.85% calculated rate is $37,278 making a total of $107,814 for the salary and fringe benefits of the PD. A Program Support Specialist position will be hired at 0.5 FTE for the entirety of the grant to assist with the development and research of materials and training as well as the fiscal needs of the grant. A fiscal and administrative support person is key to the purchasing of items and preparing fiscal documents necessary for procurement to allow for implementation of all objectives. The salary of this position will be $20,868 for the first year and $21,912 for the second year of the grant (this includes a 5% wage increase). Fringe benefits calculated at 52.85% due to being part time would require total funding of $22,609 for benefits making the total amount needed for this position for the entirety of the grant to be $65,389. The Multimedia Specialist will require funding through the entirety of the grant at 100% effort. The salary will start at an estimated $3,767/month for the first year and after a 5% wage increase will require an estimated $3,966/ month for the second year, requiring an estimated $92,796 total for the 2 full years of the grant. The cost for Fringe Benefits of this position comes out to $49,043 total. For the 2 years of the grant, total cost of salaries comes to $206,112, with fringe at $108,930 for a total personnel cost of $315,042.

Travel - total expense: $7,100: This project will support funding community partners to attend the IVAT Summit which will require airfare, travel to/from the airport, and per diem. The IVAT summit is hosted on Oahu and interisland travel requires flights with an estimated cost of $115-$120 roundtrip per person per day of the Summit (it is more cost effective to buy roundtrip flights each day due to the close proximity of islands rather than pay for a larger per diem amount, hotel, and rental car for a week). Travel to and from the airport for the 2 years of the Summit would come out to $1,600 and per diem for each person at $20/day would total to $800. Estimated airfare for this initiative for 8 people total to attend IVAT from neighboring islands for the 2 years is $4,700. These costs are estimated as variables are likely to change (airfare, amount of people we send from outer islands, uber/taxi costs, etc). Only 8 people (4 people per year) would travel to IVAT and the final two funded slots will be local participants.

Supplies - total expense: $22,100: The following supplies will be needed to create the multimedia content to deploy the promotional activities for each anticipated output within each objective. Specifically, this project will require items to create, design and develop the training materials and individual engagement requirements for the media campaign to be effective in community outreach. The following items will be needed (per unit cost of each item listed is below the $4,999 equipment limit cost):

1. Panasonic Lumix GH4 - Camera body ($750), Panasonic lens 12-60mm f/2.8-4 ($800), Panasonic DMW-BLF19 Battery ($80), RodeLink Wireless Lav ($200), Benro Aero 4 Tripod ($350), Altura Light Traveler Backpack ($145), 128 GB Extreme Pro SDXS UHS-I Cards ($250), Hard drive (SSD, USB-C, 1TB of Storage) ($200).
2. Laptop Mac OS X 10.15 (Catalina) or Windows PC 10 ($2,000).

Along with items for the multimedia initiative, the supply budget will also be utilized (estimated amount of $12,325) for printing and bounding, branding, and giveaway items to enhance the promotional efforts needed for the three objectives. Along with material items needed to engage the community, there also may be a cause for purchasing manuals or training material as needed to support grant outcomes and will set aside $5,000 for this.

Contractual - total expense $63,000: The estimated cost for a new track to be implemented at the IVAT Summit per year will be a minimum of $31,500. This cost will cover the extra space, electronic requirements of the space and presenters needed to create more threat assessment sessions at the 2023/2024 Summits.

Other Direct Costs - total expense $16,000: An estimated $10,000 will be spent on sending 10 community partners funded through the grant, to the IVAT Summits (5 in 2023 & 5 in 2024). Already receiving 8 free registrations that are included with active track advisorship (Obj. 2), we will plan to send 5 additional community partners to **each** summit. 10 will be funded with grant funds, and 8 will be free, totalling 18 community members who will gain access to the vast amount of knowledge presented at IVAT..To account for inflation, we will estimate $1,000 for each participant to attend the week-long summit. The additional $6,000 will be used for purchasing/maintaining memberships to threat assessment associations for the PI and PD to ensure modules and training are created with the most relevant and expertly guided materials available which would support capacity building throughout the lifecycle of the grant. The idea is to expertly address these targeted violence/radicalization issues through seminars and training as well as networking with other threat professionals who are industry experts. Memberships to these types of organizations not only provide list servs and contacts, but discounts on conferences and training to continue to build knowledge in this industry. The easy access to materials and ongoing research in the threat assessment field would be invaluable.

OTVTP Implementation & Measurement Plan

Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Organization Name	University of Hawai‘i West O‘ahu
Project Title	Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.
Project Track	Promising Practices-Multiple Projects
Project Types	Raising Societal Awareness (**Obj.1**), Civic Engagement (**Obj. 2**), and Bystander Training (**Obj. 3**)
Grant Implementation Period	10/01/2022 - 09/30/2024

Project Goal Statement

The goal of this program is to establish, expand and enhance local targeted violence and terrorism prevention knowledge and awareness by building and implementing a web-based training platform and collaborating with community stakeholders to build knowledge through awareness training to ensure public safety and proper reporting while protecting privacy, civil rights, and civil liberties of all involved. Through promotional and media efforts as well as partnering with major community engagement stakeholders such as the Institute on Violence, Abuse, and Trauma/Ho’omaluhia by (assisting in) planning and heading the Threat Assessment track as advisors at their yearly summit, University of Hawai‘i West O‘ahu will be able to reach a larger audience in the state of Hawai‘i. Through these combined efforts, building and sustaining capacity to thwart targeted violence through threat prevention will become strengthened; and a solid foundation built upon, which other state efforts can continue to use as the base for threat prevention for years to come.

Target Population

This project hopes to build statewide awareness of threat assessment and threat management capacity through education programming and awareness efforts. In order to pursue that outcome, understanding the breakdown and location of the state's population is vital. Hawai‘i is the only state composed entirely of islands, covering 6,423 square miles. The population[1] estimated

[1]https://www.census.gov/library/stories/state-by-state/hawai‘i-population-change-between-census-decade.html#:~:text=Population%20(up%207.4%25%20to%20331.4,or%20More%20Races%2010.2%25).

as of 2020 is 1,455,271 people spread across the Hawaiian islands (a 7% increase since 2010). Of the total population, 273,927 are living in rural Hawai‘i while the rest are considered to be located in urban areas. Population breakdown by county is as follows: Honolulu County (Oahu) has 1,016,508 people, Hawai‘i County has 200,629 people, Maui County has 165,754 people, Kaua‘i County has 73,298 people, and Kalawao County (Moloka‘i) has 82 people. With the population spread across 5 counties among the islands, relationship building among outer island entities will be key to enhance promotional efforts to reach all demographics, including marginalized populations, in order to implement and sustain each objective within this project.

Sub Goal 1: *Establish, expand and enhance local targeted violence and terrorism prevention training frameworks through education and knowledge building efforts.*

Societal Awareness- Objective 1.1: *Community members within the state of Hawai‘i will asynchronously engage among the broadest set of local stakeholders to increase awareness, engagement, and knowledge base in threat assessment, concerning behaviors and radicalization factors of violence affecting the society as a whole.*

Sub Goal 1 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1.1	Activity 1.1.1 Plan, research and create content for the different categorical modules held within a web-based platform (TBD) to be used as a free threat assessment training platform for all members in the community. **Category 1**: Foundational Knowledge (such as history of threat assessment (TA), model types, introduction of practices, why TA matters to the community, radicalization factors, pathway to violence, basic needs of a threat assessment team). **Category 2**: Advanced Knowledge (such as new trends, focus topics like incel ideation/trauma and abuse, mental health and the connection to TA).	Personnel[2]: PI/Media Specialist create training modules with input from OTVTP, DHS, HSFC, FBI, Secret Service, and others. Equipment[3]: Panasonic Lumix Camera (and accessories), SD card, Hard Drive, Laptop. Resources: Informational content from previous	Q1-Q3	− Create the name of the platform and decide which platform will host the modules (Laulima, Bridge, google, etc). − Create at least 12 training modules (Category 1: 6 modules, Category 2: 4 modules, Category 3: 2 modules) ● Structure of each module: 1. Pre-survey (subject matter level of understanding, demographics). 2. Information on topic (this could be presented in a multitude of ways: video, ppt, infographic, exercises, readings, etc)

[2] OTVTP: Office of Targeted Violence and Terrorism Prevention, DHS: Department of Homeland Security, HSFC: Hawai‘i State Fusion Center, FBI: Federal Bureau of Investigation.
[3] Each per unit cost will remain under $4,999.

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
	Category 3: Specialized Knowledge (Industry Specific training such as training for campus security, law enforcement, healthcare workers, students, mental health professionals, or educators).	training that can be disseminated[4], ATAP materials, International Handbook of Threat Assessment (TA) Professionals, TA and Management Strategies and other invaluable resources to meet the criteria outlined within each category.		3. Subject matter review (formatted as a test, interactive activity, etc) 4. Post-Survey (knowledge gained, feedback)
	1.2.1 Develop relationships with community partners to expand audiences of training and develop promotional content to drive meaningful community engagement to the new training and awareness building platform.	Personnel: PI and Media Specialist, Program Support Equipment: Panasonic Lumix Camera (and accessories), SD card, Hard Drive, Laptop. Other Resources: Space for recording content, Printing access, branding and promotional items for giveaways.	Q1-Q3	− Create social media pages on at least 3 different platforms along with a website for the project that will have info. about the project and directions of access. − Create materials for an exhibit table such as flyers, laminated information cards with the pathway to violence and risk factors for targeted violence. − Develop 3 different promotional communications to be used as an email blast that will notify receivers of the training platform and how to access. − Develop a brochure with a breakdown of each module and what the user will learn and how to access the training. − Create a recorded webinar of how to access the training modules and take viewers through a sample training.

[4] Training content may be used from (but not limited to): Secret Service, Attitudinal Inoculation Training, NTER, Violent Extremism and Domestic Terorism, Gender role in Targeted Violence and threat assessment.
ATAP: Association of Threat Assessment Professionals

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
				– Develop a 30 second pre-recorded message talking about the project.
	1.1.2 Transfer all content creation onto the selected platform and begin testing modules within the team and with other trusted stakeholders.	Personnel: PI, Media Specialist, Program Support, with input from TTH & TTE[5] members, OTVTP, DHS, HSFC, FBI, Secret Service, and others not yet identified. Equipment: TBD Other Resources: TBD	Q4	– Finalize and transfer to the training platform developed modules (12 min). – Engage at least 3 community partners outside of the grant personnel to attempt and test modules and provide feedback. – Of the total adjustments needed to be made to the modules throughout the lifecycle of the grant, only 25% should occur after HARD roll out- meaning 75% of adjustments should occur prior (tracking of this measure will not be finalized until conclusion of grant).
	1.2.2 Deploy promotional content via social media, webinars, print, email, word of mouth, and other marketing avenues throughout the state of Hawai‘i to promote the new training and awareness building mechanism. To occur simultaneously as 1.1.2.	Personnel: PI, Media Specialist, contacts within organizations. Equipment: Video Equipment & TBD Other Resources: TBD	Q4	– Begin posting on social media pages on at least 3 different platforms along with going live on the website. – Host at least 1 exhibit table. – Send at least 3 email blasts. – Print and give out at least 250 brochures. – Set up a schedule with a mailing list of who will receive the webinar and when, post to social media and on the website. – Show 30 second recorded message at IVAT, on social, and posted on the website.

[5] TTH: Threat Team Hawai‘i, TTE: Threat Team EDU (education based)

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
	Activity 1.1.3 Soft Roll out of platform and training modules to the public for use. -Track engagement of the platform (modules opened, # of visitors to the website, completion rate). -Track survey feedback (pre and post informational section). -Adjust modules as necessary. -Added promotional efforts if <100 visits to the website.	Personnel: PI, Program Director, Media Specialist, Program Support Equipment: TBD Other Resources: TBD	Q5-Q6	Notify via email blast, word of mouth to community partners, social media and website that the training site is live and how to access. Obtain at least 100 visits to the training platform and receive feedback surveys from at least 50% of those who have engaged with any of the training.
	Activity 1.1.4 Modify modules as post surveys are collected and any issues arise.	Personnel: PI, Program Director, Media Specialist, Program Support Equipment: TBD Other Resources: TBD	Q5-Q6	– Will allow for 75% of any issues to be worked out prior to HARD roll out. – Each training can be more precisely developed based on community individuals and the data collected from feedback and knowledge surveys. o Post-Surveys prior to hard roll out will have 50% more suggestions of module changes than after hard roll out. (Goal is to decrease the need for module changes by working out 75% of any issues prior to hard roll out.)
	Activity 1.1.5 Hard roll out of platform and modules with all training accessible to the community. – Implement finalized protocols; – Provide support as needed; – Support continuous improvement of process and training.	Personnel: PI, Program Director, Media Specialist, Program Support Equipment: TBD Other Resources: TBD	Q6-Q8	– 1 threat assessment training platform created and rolled out to community. – Measurable increase of 50% understanding of any 1 module topic for every participant that completed. – Have at least 500 visitors to the platform that interacted with a module.

	Activity 1.1.6 Data collection to measure intended outcomes.	Personnel: PI, Program Director, Media Specialist, Program Support Equipment: TBD Other Resources: TBD	Q2-Q8	Only 25% adaption to the modules after roll out. Compile a list of Lessons Learned from at least 6 community partners for process improvement in the future. Compile a list of future training topics identified by participants that interacted with any of the modules. Identify the following: frequency of use/module, rate of pass/fail and attempts, rate of finished module, times the platform was accessed. Invite each community partner that was involved to maintain contact with PI for access or to build on the training.

Hawai'i's whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Sub Goal 1 MEASUREMENT PLAN

Activity #	Performance Measures	Timeframe	Data Collection Method
1.1.1	− Create the name of the platform and decide which platform will host the modules (Laulima, Bridge, google etc). − Create at least 12 training modules (Category 1: 6 modules, Category 2: 4 modules, Category 3: 2 modules) − Structure of each module: 1. Pre-survey (subject matter level of understanding). 2. Information on topic (this could be presented in a multitude of ways: video, ppt, infographic, exercises, readings, etc) 3. Subject matter review (formatted as a test, interactive activity, etc) 4. Post-Survey (knowledge gained)	Q1-Q3	− Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. − Creating each module which will include all information, reviews, and activities, and the pre and post surveys.
1.2.1	− Create social media pages on at least 3 different platforms along with a website for the project. − Create materials for an exhibit table such as flyers and laminated information cards. − Develop 3 different promotional communications to be used as an email blast. − Develop a project brochure with a breakdown of each module and what the user will learn and how to access the training. − Create a recorded webinar of how to access the training modules and take viewers through a sample training. − Develop a 30 second recorded message discussing the project.	Q1-Q3	− Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. − Monitor time taken from initiation to completion on each item listed to ensure tracking of an accurate and realistic timetable for future training efforts or promotional efforts.
1.1.2	− Finalize and transfer to the training platform all developed modules (at least 12) by the end of Q4 ready for roll out. − Engage at least 3 community partners outside of the grant personnel to attempt and test modules and provide feedback. − Of the total adjustments needed to be made to the final version of the modules throughout the lifecycle of the grant, only 25% should occur after hard roll out- meaning 75% of adjustments should occur prior to that (tracking of this	Q4-Q8	− Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. − Feedback survey (or virtual town hall) for community partners- will collect responses regarding ease of use, beneficiality of each module (opinion based), and recommendations. o Goal of 75% positive feedback − After the finalized version of each module is on the platform- we will begin tracking any changes made to the

	measure will not be finalized until the conclusion of the grant).		modules to determine successes and failures of the initial module versions and gain a real world gauge of ease of use and realistic view of needs for those interacting with the modules. These will all be tracked and trended.
1.2.2	− Begin posting on social media pages on at least 3 different platforms along with going live on the website with an active link to the modules. − Host at least 1 exhibit table. − Send at least 3 email blasts. − Print and give out at least 250 brochures. − Set up a schedule with a mailing list of who will receive the webinar and when, post to social media and on the website. − Show 30 second recorded message at IVAT, on social, and posted on the website.	Q4	− Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. − Master calendar showing each activity and the date it should be performed. − Tracking the number of communications and type of communication that engages in any way with the community to trend effectiveness of each communication and if it encourages any and exactly how much training platform interaction. o Will compare communication date/time to platform data of participants per day after a communication has been made.
1.1.3	− Notify via email blast, word of mouth to community partners, social media and website that the training site is live and how to access. − Obtain at least 100 visits to the training platform and receive feedback surveys from at least 50% of those who have engaged with any of the training.	Q5-Q6	− Master calendar showing each activity and the date it should be performed. − Tracking the number of communications and type of communication that engages in any way with the community to trend effectiveness of each communication and if it encourages any and exactly how much training platform interaction. o Will compare communication date/time to platform generated data of participants per day after a communication has been made. − Will use platform generated data to measure times visited. − Will track module completion from platform generated data (which part of the module was incomplete). o This will identify if the post survey minimizes completion of the learning module itself.
1.1.4	− Will allow for 75% any issues to be worked out prior to HARD roll out.	Q5-Q6	− Compare post survey feedback from 1.1.2-1.1.4 timeframe to post survey feedback from 1.1.5 and on after

	− Each training can be more precisely developed based on community individuals and the data collected from feedback and knowledge surveys. o Post-Surveys prior to hard roll out will have 50% more suggestions of module changes than after hard roll out. (Goal is to decrease the need for module changes by working out 75% of any issues prior to hard roll out.)		HARD roll out to measure % change of module change suggestions to attempt to work out at least 75% of issues prior to HARD roll out. − Will be monitoring changes made to each module from initial use (1.1.2) through the end of the grant (1.1.6) to identify changes of each model throughout each reporting period of the grant to monitor % success and trend which modules (categorically) needed the most adjustments and determine the factors that affected this in order to improve creation for future modules or trainings.
1.1.5	− 1 threat assessment training platform created and rolled out to the community. − Measurable increase of 50% understanding of any one module topic for every participant that completed the module. − Have at least 500 visitors to the platform that interacted with a module.	Q5-Q6	− Monitoring of completion and completion rate from activity 1.1.1 - 1.1.5 to gauge timeline accurateness and process improvements for any future training. − Compare pre-survey and post-survey of each module to gauge knowledge gained. − Track all platform generated data to monitor interaction on platform and frequency of module engagement.
1.1.6	− Only 25% adaption or edits to the modules after HARD roll out. − Compile a list of Lessons Learned from at least 6 community partners for process improvement in the future. − Compile a list of future training topics identified by participants that interacted with any of the modules. − Identify the following: frequency used of each module, rate of pass/fail and attempt amount, rate of finished module, amount of times the platform was accessed. − Invite each community partner that was involved in this project to maintain contact with PI for access or ongoing improvement or building on additional training within the platform.	Q6-Q8	− Will be monitoring changes made to each module from initial use (1.1.2) through the end of the grant (1.1.6) to identify % change of each model throughout the reporting periods of the grant. − Monitoring of completion and completion rate of each item listed in this activity to gauge timeline accurateness. − Survey of community partners that worked closely with UHWO on this process to obtain feedback on the implementation process. − Email final post-survey feedback to all participants who engaged in the platform to survey overall perception of the platform and future training topics they would like to see (if participant provided email info in presurvey) − Written communication to each community partner (TBD) expressing the platform's continuation even

			after the conclusion of the grant and encouraging continued use and feedback of the training platform.

Sub Goal 2: *Establish, expand and/or enhance local targeted violence and terrorism prevention frameworks through promotional and media efforts to raise awareness of all intended project outcomes.*
Civic Engagement- Objective 2.1: *Taking a whole community approach to encourage community engagement by bringing trauma and culturally informed threat assessment and violence prevention education to the state of Hawai‘i.*

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 2.1	Activity 2.1.1 Engage with IVAT[6] leadership and local IVAT office (Ho‘omaluhia)[7] to secure details of threat assessment training that will be occurring at the summit and potentially throughout the year at different webinars. Monthly meetings at a minimum will occur. -Determine how many training sessions will be added to each summit and how many training sessions outside of the actual Summit could contain threat assessment content (also hosts monthly webinars that could include threat assessment training if there is a demand for it by audience). -Ongoing participation in IVAT planning committee to work on Summit logistics and details and encourage	Personnel: PI, Program Director (beginning Q5), Media Specialist, Program Support Equipment: TBD Other Resources: TBD	Q1-Q7 **Planning** Q1-Q2 **Summit 1** Q3 **Planning** Q4-Q5 **Summit 2** Q6 or Q7 (TBD)	− Secure at least 1 webinar training per year on threat assessment, community engagement, and/or bystander awareness hosted through the IVAT platform. − Bring 16 different threat assessment training sessions total split between the two IVAT Summits hosted in 2023 and 2024.

[6] IVAT: Institute on Violence, Abuse, and Trauma
[7] Ho`omaluhia is the Hawai`i-Pacific branch of IVAT. The organization has been doing business for over 30 years and delivering training throughout the Hawaiian Islands and the Pacific for more than 20 years. Ho`omaluhia’s mission is to improve the quality of life and to contribute to violence-free, abuse-free living for all the peoples of Hawai`i. <https://www.ivatcenters.org/about-hoomaluhia>

	(through data and evidenced based logic) threat assessment training adoption.			
	Activity 2.1.2 Work within community partner circles and in conjunction with IVAT to find appropriate Threat Assessment Experts to present at the 2 Summits. -Ask potential presenters to prepare a submission for the open call that occurs in Sept-Nov of each year prior to the Summit.	Personnel: PI, Program Director (beginning Q5), Media Specialist, Community Partners such as TTH & TTE, OTVTP, DHS, HSFC, FBI, Secret Service, and others not yet identified. Equipment: TBD Other Resources: TBD	Q1-Q5 Summits will take place in Q3 and Q6 or Q7 (TBD)	– Bring at least 4 more threat assessment professionals in to present at the IVAT summits in 2023 and 2024. – Increase audience attendance in threat assessment related sessions by 25% from the 2023 summit to the 2024.
	Activity 2.1.3 Complete all necessary track advisorship requirements outlined by IVAT to collaborate for the 2023 Summit and 2024 Summit. -Because we will lead the threat assessment track and its funding, all expenditures will be used specifically for bringing threat assessment training to the Summit.	Personnel: PI, Program Support Equipment: Other Resources:	Q1	– TVTP project details (listed in Summit materials) given to all 1,000+ attendees (includes a contact listing, social media links and website listing). – One exhibit table per Summit to share this project and sustainability efforts with the conference attendees for the entire week of each Summit (FY23/24). – Increase awareness and attention to this project by presenting it to the 1,000+ participants at each Summit through signage, a presentation of our organization and purpose during the opening plenary session, full page advertisement in the Summit program, Banner ad in the event app, full screen digital ad, 30 second pre recorded message to play in opening and closing sessions, and inclusion of the project

				brochure in the Welcome Packet for all attendees. – 4 team members and 5 other participants each year are sent to the summit with all expenses paid to extend the training and awareness of the team and partners. – 2 e-blasts of TVTP project details to all 20,000 subscribers of IVAT nationally and internationally.
	Activity 2.1.4 Work with identified presenters to ensure their call for submission is submitted to IVAT.	Personnel: PI and Program Director (beginning Q5) Equipment: TBD Other Resources: TBD	Q2-Q3, Q4-Q5	– Bring at least 4 threat assessment professionals in to present at the IVAT summits in 2023 and 2024.
	Activity 2.1.5 Create inclusive and innovative marketing content (including video, media and exhibit materials) to be printed and/or used for promotional distribution at the Summit, prior to the Summit, and through the lifecycle of the grant to encourage community involvement, awareness, and engagement of threat assessment strategies. -There are many local cultural experts on the island of Oah‘u and within UHWO that will work with the team to ensure inclusivity of cultural considerations are included in all promotional content.	Personnel: PI, Media Specialist, Program Support, Hawai‘i Cultural Expert Equipment: Panasonic Lumix Camera (and accessories), SD card, Hard Drive, Laptop. Other Resources: Space for recording content, Printing access, branding for giveaways and table setup for exhibit.	Q1-Q5	– Increase awareness and attention to all facets of this project by presenting it to the 1,000+ participants at each Summit.
	Activity 2.1.6 Data collection to measure intended outcomes.	Personnel: PI, Program Director (beginning Q5),	Q2-Q8	– Gain immediate access to 20-30 pages of participant feedback (topic relevance,

	- Threat Assessment is not a stand alone track in the IVAT Summit[8]. By measuring and collecting data on the 2023 Summit where there will be more threat assessment sessions available and gauging their attendance, potentially threat assessment can have its own track in future summits after the grant has concluded.	Media Specialist, Program Support Equipment: N/A Other Resources: N/A		knowledge gained, logistical successes, personal goal achievement, future learning topics in demand, etc) – Create a stand alone permanent Threat Assessment Track at the Annual Hawai‘i International Summit to be carried over without extra funding after 2024 by continuing to be demanded and attended by IVAT participants.

Sub Goal 2 MEASUREMENT PLAN

Activity #	Performance Measures	Time Frame	Data Collection Method
2.1.1	– Secure at least 1 webinar training per year on threat assessment, community engagement, and/or bystander awareness hosted through the IVAT platform (outside of annual Summit training). – Bring 16 different threat assessment training sessions total split between the two IVAT Summits hosted in 2023 and 2024.	Q1-Q8	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Track speaker information and presentation topic information to gauge success and failure based on feedback provided at the end of each conference.
2.1.2	– Bring at least 4 threat assessment professionals in to present at the IVAT summits in 2023 and 2024. – Increase audience attendance in threat assessment related sessions by 25% from the 2023 summit to the 2024.	Q3,Q7	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Track speaker information and presentation topic information to gauge success and failure based on feedback provided at the end of each conference to better the following year's Summit.

[8] There are 12 tracks in the IVAT Summit program that attendees can choose from when they register for sessions. In order to collapse and initiate new tracks, audience attendance and balancing of the demands of each track is necessary. The 12 tracks are: 1. Adolescent Trauma & Youth Violence, 2. Child Trauma/Adverse Childhood Experiences, 3. Criminal & Civil Justice Systems, 4. Health Care Systems, Violence & Trauma, 5. Intimate Partner Violence, 6. Native Hawaiian, Pacific Islander & Indigenous Populations Trauma, 7. Prevention & EArly Intervention, 8. Sex & Labor Trafficking, 9. Sexual Victimization, 10. Trauma Among Military Personnel, Veterans & Their Families, 11. Trauma & First Responders, 12. Vulnerable Adults & Elder Abuse Trauma.

			– Post-Presenter Survey of threat assessment professionals who present: feedback of the event, their experience, suggestions for improvement, etc. – Track attendance in each Threat Assessment related session at IVAT to compare the sessions from 2023 to 2024 to have an increase in attendance by 25%.
2.1.3	– TVTP project details (listed in Summit materials) given to all 1,000+ attendees (includes a contact listing, social media links and website listing). – One exhibit table at each Summit to share this project and sustainability efforts with the conference attendees for the entire week of each Summit (FY23/24). – Increase awareness and attention to this project by presenting it to the 1,000+ participants at each Summit through showing of promotional signage, a presentation of our organization and purpose during the opening plenary session, full page advertisement in the Summit program, Banner ad in the event app, full screen digital ad, 30 second pre recorded message to play in opening and closing sessions, and inclusion of the project brochure in the Welcome Packet for all attendees. – 4 team members and 5 other participants each year are sent to the summit with all expenses paid to extend the training and awareness of the team and community partners. – 2 e-blasts of TVTP project details to all 20,000 subscribers of IVAT nationally and internationally.	Q1-Q7	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – More in depth survey of team members and those funded through the grant who attended each Summit for an opportunity to get feedback from them on thoughts on the Threat Assessment Sessions, such as: how they will use the knowledge/information, did they learn something new, and what would they have liked to learn.
2.1.4	– Bring at least 4 more threat assessment professionals on to present at the IVAT summits in 2023 and 2024. – Increase audience attendance in threat assessment related sessions by 25% from the 2023 summit to the 2024.	Q3, Q7	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Track speaker information and presentation topic information to gauge success and failure based on feedback provided at the end of each conference. – Post-Presenter Survey of threat assessment professionals who are brought in for feedback of the event, their experience, suggestions for improvement, etc.

			– Track attendance in each Threat Assessment related session at IVAT to compare the sessions from 2023 to 2024 to have an increase in attendance by 25%.
2.1.5	– Increase awareness and attention to all facets of this project by presenting it to the 1,000+ participants at each Summit.	Q3-Q8	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Will monitor and track amount and topic of any outreach occurring from IVAT participants, as well as visits to the website, or social media platforms.
2.1.6	– Gain immediate access to 20-30 pages of event feedback from participants such as topic relevancy, knowledge gained, logistical successes, personal goal achievement, future learning topics in demand, and much more. – Create a stand alone permanent Threat Assessment Track at the Annual Hawai‘i International Summit to be carried over without extra funding after 2024 by continuing to be demanded and attended by IVAT participants.	Q3-Q8	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Will review positive and negative feedback regarding all threat assessment sessions in both the 2023 and 2024 Summits and conduct a comparative analysis of the feedback from each Summit to determine if the feedback was more positive, more negative, or unchanged.

Sub Goal 3: *Establish, expand and/or enhance local targeted violence and terrorism prevention frameworks through exposure to the community of intended projects and working alongside other threat assessment partners to establish community based bystander awareness to appropriately recognize and report concerning behaviors.*

Bystander Training- Objective 3.1: *Members of the local community have the ability to act on their awareness training and help members of their community before they threaten the public, by knowing how to contact – and understanding the role of – threat assessment and management entities.*

IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs

Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events.

Objective 3.1	Activity 3.1.1 Meet with willing community partners (HSFC, law enforcement entities, Implemented BITATs, HIDOE, HAIS, TTH, TTE) to determine current statewide societal gaps in bystander training and knowledge as identified by each agency, the efforts needed to raise bystander awareness, and how educational media campaigns can build capacity and drive proper reporting (which includes reporting to appropriate entities, appropriately identifying concerning behaviors, and what information is necessary to make a report). -Monthly meetings to start, and then quarterly thereafter depending on the training rollout timeline. -Ideally each entity will need to provide procedural clarity on current reporting and report receiving processes in their organization to create an educational media campaign to ensure necessary and accurate information is provided to the public. The entity would need to provide key personnel who can provide information or feedback as needed.	Personnel: PI, Program Support, Community Partners Equipment: Virtual meeting setup or meeting space as needed. Other Resources: TBD	Q1-Q2	− Secure commitment of collaboration from at least 4 community partners who will focus on sustainability of this objective throughout development. − Select the top 10 training needs identified throughout this collaboration to begin creation of informational campaigns to build public awareness. − Begin to document all agencies with reporting mechanisms and their protocols and processes for reporting in order to build information into training campaigns.
	Activity 3.1.2 Storyboard all 10 informative campaigns based on information received from ongoing collaborative efforts and other expertise. -Select dates of deployment for each campaign. -Select method of deployment for each campaign. -These campaigns will not be interactive, but will be informational blasts to the public to provide training at no expense and to build large audience awareness in a cost effective and time efficient way.	Personnel: PI, Media Specialist Equipment: TBD Other Resources: TBD	Q2-Q3	− Develop 10 storyboard outlines of what each campaign will look like. o Example of informational campaigns: Campaign 1: foundational (signs of radicalization, engagement, pathway to violence). Campaign 2: Entities to report concerning behaviors and how to report per their processes. Campaign 3: Steps of engagement. Campaign 4: Imminent harm. − Develop 1 master schedule of training to be deployed by date, and method.

	3.2.2 Create publicly accessed project website attached to UHWO to disseminate threat assessment materials, updates on statewide trainings, bystander training campaigns, promotional efforts, etc. -Create project social media platforms to promote objectives. -Establish listserv for email notification and information sharing in support of objectives. Collaboration partners can assist with promotional efforts in their own listservs to promote our website and social media campaigns.	Personnel: PI, Media Specialist, Program Support, Community Partners Equipment: TBD Other Resources: UHWO IT services	Q2	-1 established website. -3 different social media platforms. -1 email listserv to send email blasts.
	Activity 3.1.3 Development of informational campaigns. Continue to work with collaborators to finalize the information and obtain feedback to ensure information and training on their reporting system is accurate to establish the finalized version of the campaign and have it be ready for feedback by collaborators and team members. -Create brochure with reporting mechanisms available to the state with information on appropriate reporting.	Personnel: PI, Program Director (beginning Q5), Media Specialist, Program Support Equipment: Panasonic Lumix Camera (and accessories), SD card, Hard Drive, Laptop. Other Resources: Space for recording content, Printing access, TBD	Q3-Q5	− 10 informational campaigns ready to disseminate to the public. − Print and disseminate at least 250 brochures to community partners for dissemination, at UHWO events, and other public facing opportunities.
	Activity 3.1.4 Deploy media campaign per master schedule to the public. -Track number of visits to the website and number of interactions to the social media platforms. -Added promotional effort if <100 visits to the website. -Add training campaign to web based training platform created in objective 1.1.	Personnel: PI, PD, Media Specialist, Program Support Equipment: TBD Other Resources: Email, Social Media, Print, Website, TBD	Q6-Q7	− 10 posts (1 per campaign) on project social media pages (3 different platforms) and 10 posts on the project website (1 per campaign). − Send at least 10 email blasts total (1 per campaign).
	Activity 3.1.5 Request feedback from community partners/collaborators via feedback surveys or virtual	Personnel: PI, Program Director	Q8	− Receive at least 10 feedback surveys (or attendance at a virtual town hall to

	town hall (request any potential data trends regarding reports made and the potential related effects from the media campaigns) and measure success of the campaign with trends identified from generated data from interaction with the website and social media platforms.	Equipment: TBD Other Resources: Virtual Meeting Spaces, Webinars, feedback survey		provide an opportunity for engagement and rich discussions to share perspectives) from community partners regarding community usability and sustainability after the grant concludes.

Sub Goal 3 MEASUREMENT PLAN

Activity #	Performance Measures	Time Frame	Data Collection Method
3.1.1	– Secure commitment of collaboration from at least 4 community partners who will focus on sustainability of this objective throughout development. – Select the top 10 training needs identified throughout this collaboration to begin creation of informational campaigns to build public awareness. – Begin to document all agencies with reporting mechanisms and their protocols and processes for reporting in order to build information into training campaigns.	Q1-Q2	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Meeting calendar set. – Documentation of meeting minutes to establish a data set to narrow down to top 10 training needs. – Document communications sent to agencies for procedural practices of reporting and pathway of report and responses.
3.1.2	– Develop 10 storyboard outlines of what each campaign will look like. o Example of informational campaigns: Campaign 1: foundational (signs of radicalization, engagement, pathway to violence). Campaign 2: Entities to report concerning behaviors and how to report per their processes. Campaign 3: Steps of engagement. Campaign 4: Imminent harm. – Develop 1 master schedule of training to be deployed: date/method.	Q2-Q3, Q6-Q7	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Track time taken to develop storyboard to track time taken to establish realistic timeline for future iterations of project or other campaign developments. – Master schedule made and tracked to monitor media deployment timeliness in comparison to goal.
3.2.2	– 1 established project website. – 3 different project social media platforms. – 1 email listserv to send email blasts.	Q2-Q3	– Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness. – Feedback surveys from testing collaborators regarding websites usability, sustainability and effectiveness. -Goal: 50% of returned surveys are positive.

3.1.3	− 10 informational campaigns ready to disseminate to the public. − Print and give at least 250 brochures to community partners for dissemination, at UHWO events, and other public facing opportunities.	Q3-Q5	− Monitoring of completion and completion rate of each item listed in activity to gauge timeline accurateness.
3.1.4	− 10 posts (1 per campaign) on 3 different social media pages on at least 3 different platforms and 10 posts on the website (1 per campaign). − Send at least 10 email blasts total (1 per campaign).	Q6-Q8	− Track master schedule to monitor media deployment timeliness in comparison to time frame goal. − Track amount and frequency of any community partners resharing or adopting the information onto their websites/platforms. − Track any public outreach to UHWO regarding campaign or further training requests.
3.1.5	− Receive at least 10 feedback surveys (or attendance at a virtual town hall to provide an opportunity for engagement and rich discussions to share perspectives) from community partners regarding community usability and sustainability after the grant concludes.	Q8	− Trend feedback surveys with a goal of 75% of surveys being positive. − Track attendance of virtual town hall and feedback given to trend into a data set of positive vs negative. − Track visits to the website.

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization's control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project.

Risk Identified	**Risk Analysis** (brief assessment of the impact the identified risk could/would have on the project)	**Risk Management Plan** (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Societal Awareness		
Skewed results of module completions due to necessity of feedback surveys to be a part of each module and if a survey doesn't get completed on the back end of the module, it'll be considered unfinished.	Because the platform used for the web-based training is undetermined, it is inconclusive if there is an ability to send feedback surveys after interaction occurs within a module so the first iteration of this objective will include the feedback surveys as part of the module to attempt to measure the modules in a way to show objectives are being met.	Surveys will remain under 10 questions in order to keep the time spent on the survey low. If the platform chosen to host the modules has capability of email follow ups this would minimize the risk of skewed results of module completion.
Lack of funding (i.e., not receiving the grant or less funds awarded).	Program objectives will not be implemented: personnel identified in the grant will not be hired and materials/training will not be created and implemented.	DHS/FEMA to provide requested funding; if no funding, will need to either substantially scale down the effort or projects will be unsupported without appropriate personnel.

Risk Identified	**Risk Analysis** (brief assessment of the impact the identified risk could/would have on the project)	**Risk Management Plan** (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Civic Engagement		
Low turnout of participants at the FY 23/24 IVAT Summit leading to discontinuation of plan to implement threat assessment into its own training track at future summits.	Prior to any tracks being changed at IVAT, participant attendance and demand for the topic must show through in the data reviewed and measured at the end of each summit. If audience demand is not high enough for threat assessment- the	Ensure promotional content is widely disseminated to participants and the community to engage more people and help them identify how their engagement in threat

	track will not be implemented and would require future funding to implement more training.	assessment can benefit their community and organization.
Lack of funding (i.e., not receiving the grant or less funds awarded)	Program objectives will not be implemented: personnel identified in the grant will not be hired and materials/training will not be created and implemented.	DHS/FEMA to provide requested funding; if no funding, will need to either substantially scale down the effort or projects will be unsupported without appropriate personnel.

Risk Identified	**Risk Analysis** (brief assessment of the impact the identified risk could/would have on the project)	**Risk Management Plan** (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Bystander Training		
Time constraints of the two year grant limit in order to promote, develop and implement a Bystander Training Campaign used statewide.	Obtaining buy-in from Hawai‘i law enforcement and partner agencies to participate in the collaboration to develop a statewide training approach to training. Different agencies remaining cohesive and willing to conduct information sharing is not always the easiest task to accomplish.	Ensure there is a flexible implementation plan to ensure all agencies who would like the chance to participate will be able to. Moderate meetings to keep focus on track and measurable objectives through the implementation process. Track all progress and further risk identified. Adapt as necessary.
Lack of funding (i.e., not receiving the grant or less funds awarded)	Program objectives will not be implemented: personnel identified in the grant will not be hired and materials/training will not be created and implemented.	DHS/FEMA to provide requested funding; if no funding, will need to either substantially scale down the effort or projects will be unsupported without appropriate personnel.

Budget Narrative

The following budget proposal for the Hawai‘i’s whole community approach to building and sustaining Behavior Intervention/Threat Assessment (BITA) knowledge through ongoing supportive educational measures and events from the University of Hawai‘i – West O‘ahu thoroughly addresses the needs of the project and reflects a realistic timeline to achieve the grant goals and objectives. The funding requested of $533,285 for the 2 years of the grant is necessary for the implementation of the project initiatives and activities.

With the surge in targeted violence across the United States over the last few years, violence prevention has become an integral and important part of identifying and addressing known issues before they further escalate on the pathway to violence. Although behavior intervention/ threat assessment (bita) efforts have begun to grow, there is still more that needs to be done, especially here in Hawai‘i. Unfortunately, there are a myriad of barriers preventing those current efforts from expanding further, such as: the geographic location of the state in relation to the other 48 contiguous states; the additional physical challenges of a state population separated by eight (8) islands, limited fiscal and professional resources, and competing priorities for the state as a whole.

Rather than target one specific type of audience (for example, educational sectors), this project hopes to build statewide awareness of threat assessment and threat management capacity through education programming and awareness efforts. In order to pursue that outcome, understanding the breakdown and location of the state's population is vital. Hawai‘i is the only state composed entirely of islands, covering 6,423 square miles. The population[1] estimated as of 2020 is 1,455,271 (a 7% increase since 2010) people spread across the Hawaiian islands. Of the total population, 273,927 are living in rural Hawai‘i while the rest are considered to be located in urban areas. Population breakdown by county is as follows: Honolulu County (Oahu) has 1,016,508 people, Hawai‘i County has 200,629 on people, Maui County has 65,754 people, Kaua‘i County has 73,298 people, and Kalawao County (Moloka‘i) has 82 people.

With the majority of the population spread across 5 counties among the islands, relationship building among outer island entities will be key to enhance and grow promotional efforts intended to reach most, if not all, demographics in order to implement and sustain this project.

There is one major community based behavior intervention/threat assessment effort in the state: Threat Team Hawai‘i (TTH). Founded in 2017, this community organization serves many different types of organizations in the state. The general membership has continued to grow steadily the last few years to over 400; however, formally implemented threat assessment teams within the state remain minimal. Focusing on presenting foundational knowledge in a variety of different ways to increase capacity within communities regarding threat assessment applications to various organizations (not just educational institutions) will be beneficial to the state efforts overall.

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[1]https://www.census.gov/library/stories/state-by-state/hawai‘i-population-change-between-census-decade.html#:~:text=Population%20(up%207.4%25%20to%20331.4,or%20More%20Races%2010.2%25).

While there are some efforts to build threat assessment functions within educational institutions; little is known about other community (non-education related) based threat assessment efforts at this time. In addition, a recent attempt by the state legislators to pass a statewide bill[2] to provide support for threat assessment efforts through the Hawai‘i State Fusion Center for schools, the status[3] of the bill remains unknown at this time.

This grant proposal focuses on creating and enhancing local threat assessment and threat management capabilities within the state in several ways: 1.) by the creation of an online training system accessible to many; 2.) fostering collaboration with the Institute on Violence, Abuse and Trauma (IVAT) and Ho'omaluhia that involves an intentional plan to slowly incorporate more BITA training and presentations into the pre-existing (and established) annual summit; and 3.) building a statewide community based effort to raise bystander awareness, the project will support and continue to strengthen all current efforts occurring throughout the state. Since the grant objectives will be inclusive and available to many organizations, we anticipate working closely with groups and organizations that serve historically marginalized groups, such as individuals from ethnic minorities, persons with disabilities and the LGBTQ+ community.

Honolulu, Hawai‘i is ranked third as the most expensive cities in the U.S.[4] for having the highest cost of living. Therefore, our cost estimates for implementing threat assessment awareness and training will be higher than states with lower cost of living.

This budget narrative includes a detailed line-item budget to justify the reasonableness of all costs necessary to accomplish the proposed project objectives.

Budget Category	Federal Request
Personnel	$206,112
Fringe Benefits	$108,930
Travel	$7,100
Supplies	$22,100
Contractual	$63,000
Other	$16,000
Total Direct Costs	$423,242
Indirect Costs[5]	$110,043
TOTAL PROJECT COSTS	**$533,285**

[2] Proposed Bill (as of 5/9/22):https://www.capitol.hawaii.gov/session2022/bills/HB1415_.pdf
[3] Status: https://www.capitol.hawaii.gov/measure_indiv.aspx?billtype=HB&billnumber=1415&year=2022
[4] Goetz, L. “Top 10 Most Expensive Cities in the U.S.,” Investopedia.com. Updated Apr 1, 2021 https://www.investopedia.com/articles/personal-finance/080916/top-10-most-expensive-cities-us.asp#3-honolulu-hawaii
[5] The Indirect Cost rate for the University of Hawai‘i system is calculated based on the federally negotiated rate agreement with the Department of Health and Human Services, the cognizant Federal office. The rate is based on the 2021 and 2022 F & A Rate Agreement. For this project the rate falls under the “Other Sponsored Activities, Off-Campus” rate, which is 26% of Modified Direct Cost. Modified total direct costs consist of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, and travel.

UH West O‘ahu intends, with the funding of this grant, to create and implement Behavior Intervention/Threat Assessment training designed specifically for the needs of the diverse population, culture and environment of Hawai‘i, as well as create engagement for the population in bystander awareness for the community which logically flows hand in hand with addressing and curtailing concerning behaviors before they become threats.

All the elements of this project are focused on training and material development of local prevention frameworks to prevent targeted violence and terrorism, by specifically engaging members of the local community and trusted stakeholders to increase awareness and cohesion in the community by addressing radicalization to violence (behavior intervention), and how to act on their awareness to help members of their community before threats occur.

In addition to developing multiple programs, Hawai‘i is ranked as the state with the third-highest cost of living in the U.S. Therefore, our cost estimates for implementing these objectives will be much higher than states with lower costs of living. UH West O‘ahu is asking for $300,000 to Raise Societal Awareness ($150,000 over target) because the development of media and promotional efforts to spread awareness of the projects initiatives will require specialized full time help from a media specialist, as well as supporting personnel to oversee and implement each of the grants goals. Personnel and benefit costs are high, but without the necessary support from appropriate personnel, the success of implementing all aspects of this project would not be possible.

UH West O‘ahu is also asking for $125,000 to promote civic engagement ($75,000 over target). UHWO believes this amount is justified in order to establish sustained yearly threat assessment training brought to the islands for the community and other community partners. Hawai‘i does not have the same opportunity for training as those on the mainland due to the geography and required airfare to get anywhere outside of the island’s perimeter. By sustaining annual training to occur in the state of Hawai‘i, will help alleviate that gap and provide the same opportunities to the community of Hawai‘i as those residing on the mainland. The cost of supplies and OTHER direct costs associated with implementing a threat assessment track within IVAT/Ho’omaluhia and additional training in Hawai‘i (including travel among the islands for the presenters or community partners- where airfare is actively elevated and will remain elevated for the near future) we believe the additional amount requested is justified.

UH West O‘ahu is also asking for $108,285 to implement bystander training to the community and awareness of how to report and why appropriate reporting would be necessary. Promotional and media costs, along with supplies for multimedia creation will be a necessity in order to successfully instill an understanding of foundational bystander training into the state. While our current grant focuses on Bystander Training in schools and on campuses, this would be a statewide approach working in collaboration with multiple collaborators and statewide partners to span a training and media campaign outreach across 5 different counties. This project will be attempting to reach a wide array of demographics across all 5 counties spanning 8 different islands. In order to do this, promotional content needs will be doubled as we address both a rural and urban population throughout this 2 year grant cycle. Along with media outreach, developing a functional understanding of the topics across a multitude of demographics to promote awareness of the multiple entities and organizations that could be reported to, will require immersive understanding of the state and its complexities. The difficulty of statewide training outreach will require funds to work with a multifaceted group of threat assessment specialists to ensure a sustainable approach is taken and multi agency buy-in can be gained.

Personnel: Salaries and Fringe total expense: $315,042

Each line item is discussed below in detail to provide clarification on the amount allocated and the need for the budgeted item. Please note: all yearly salaries stated are the first year of employment; year 2 will increase by 5% (including fringe) due to the Collective Bargaining Agreement for these positions.

Key personnel includes: a Program Director, Program Support Specialist and the Multimedia Specialist. Beverly Baligad, JD will begin as the Program Director for the first year of the grant as the oversight needs of the grant will be minimal to allow for relationship building and informational and promotional content creation, which will set the course of development for all training materials, and managing the other personnel involved with this grant.

The dollar amount needed to fund the salary of the program director for the second year of the TVTP Grant cycle is $70,536. The Fringe benefits needed for this position at a 52.85% calculated rate is $37,278 making a total of $107,814 for the total salary and fringe benefits of the Program Director.

In order to transition the goals of the 2021 TVTP grant to the 2022 TVTP Grant, the PD from the 2021 TVTP Grant will pivot and take on the major role of achieving the objectives and outcomes of the 2022 TVTP Grant. Efforts needed in the first year of this newly funded grant will come largely from the PI and her expertise in threat assessment and her immersive background in the threat assessment community. The already occurring collaborations of the 2021 TVTP Grant will smoothly transfer into the inputs needed for the 2022 TVTP funding opportunity. The PD role beginning 10/1/2023 will include:

1. Provide oversight and coordination of all aspects of the grant projects to ensure compliance with applicable laws, regulations, and agency requirements including project planning, fiscal and budgetary administration, and personnel management.
2. Serve as the liaison to internal/external constituents and attend meetings to network and build relationships to gain insightful ideas of how to sustain awareness within the local community.
3. Oversees the preparation of system design and program plans, establishes program goals and time-lines, and monitors program budgets and schedule performance.
4. Maintain up to date knowledge in BITA to ensure training modules are evidenced backed and training is culturally appropriate.
5. Ensure processes and systems are maintained while keeping all subject matter current and in line with training modules and implement process improvements where needed.
6. Prepares and evaluates technical requests for bids, selection of subcontractors, issuance of contracts, and monitors performance and payments to ensure outcomes and measures of the grant are occurring within the allocated timeline and as outlined by the service agreement.
7. Prepares timely reports, including collating progress reports from sub-programs and contractors, writing summary narratives, participating in communication to funding agency, and presenting status briefings as necessary.

A Program Support Specialist position will be hired at 0.5 FTE for the entirety of the grant to assist with the development and research of materials and training as well as the fiscal needs of the grant. A fiscal and administrative support person is key to the purchasing of items and preparing fiscal documents necessary for procurement to allow for implementation of all objectives. The salary of this position will be $20,868 for the first year and $21,912 for the second year of the grant (this includes a 5% wage increase). Fringe benefits calculated at 52.85% due to being part time would require total funding of $22,609 for benefits making the total amount needed for this position for the entirety of the grant to be $65,389.

This position will require funding through the entirety of the grant at 0.5 FTE (50% effort). The Program Support Specialist has not yet been hired, but ensuring the candidate has the qualifications to meet the expectations described below will be a priority during the recruitment phase.

1. This position will assist the Program Director with administrative and fiscal responsibilities of the grant to ensure that cost accounting is carried out successfully and per grant guidelines along with the UAR, Cost Principles, and Audit Requirements for Federal Awards.
2. Assists PI and PD with the preparation of project reports which includes: establishing and meeting timelines for programmatic and financial reports and other commitments such as responding to official information requests from oversight authorities.
3. Collects data from existing files and other related entities to prepare periodic summary reports to assess effectiveness of the program design and implementation rollout which may include manually tracking grant subaccounts, and conducting or assisting in reviews or analyses to maintain adherence to project timelines, objectives, and grant goals.
4. Remains current with DHS policies and grant terms/conditions to ensure project compliance regarding project administration, fiscal and operational functions.
5. Performs procurement functions, i.e., preparation of requests for quotations, purchase orders, contracts, and proposal/bid/technical specifications as well as advises faculty on appropriate Federal, State and UH policies and procedures.
6. Assists in the research, design, implementation and evaluation of training materials, necessary content, media platforms, and module roll out related to grant goals, while maintaining knowledge in behavior intervention and threat assessment.

The Multimedia Specialist will require funding through the entirety of the grant at 100% effort. The salary will start at an estimated $3,767 per month for the first year and after a 5% wage increase will require an estimated $3,966 per month for the second year, requiring an estimated $92,796 total for the 2 full years of the grant. The cost for Fringe Benefits of this position comes out to $49,043 total. This position will be vital in order to develop promotional content and any graphics needed for the different trainings in order to attract multiple target groups and to organize modules and training for user-friendly promotion and access. This field is very specialized and will be participating in the majority of the media development in order to remain culturally relevant and applicable to targeted violence and terrorism prevention.

This specialist will be required to participate in relationship development with other entity’s media specialists for promotion of joint efforts to accomplish program outcomes with partners such as IVAT/Ho'omaluhia, non profits, implemented BITATs, and other agencies within the state. The multimedia specialist will produce promotional content for each objective as well as a media campaign for the roll out of the bystander intervention training program as well as assist in efforts to promote a potential referral mechanism for the state. The following requirements will be a priority when hiring a multimedia specialist.

1. Develop creative digital content from which will assist in building capacity in the state of Hawai‘i that build upon targeted violence and terrorism prevention and adapting current content to improve and build retention.
2. Meet with the project team and generate creative design ideas from basic concepts.
3. Develop unique specialty content, such as 3D animation, special visual effects, narration and sound effects, original video, audio or video editing, dynamic maps, graphics, or databases, and anything else required that will be related to trainings in risk factors to radicalization, coordination and engagement activities to reduce community vulnerability and increase community resilience and bystander awareness.

4. Use multimedia design knowledge and experience to create clear and engaging multimedia materials and resources that effectively meet the needs of the TVTP project outcomes.
5. Plan, coordinate, and effectively manage projects from design, details of photo/video shoots to the deployment phase in a timely manner according to expectations.
6. Research and acquire necessary releases, licenses, and approvals as required to meet objectives, policies, regulations, and directives of the TVTP Grant.
7. Professional competencies in animation, graphic design, social media, web design, design concepts (e.g., principles, processes, color therapy, and typography), mobile app technologies, streaming services, and digital accessibility.

For the 2 years of the grant, total cost of salaries total to $206,112 with fringe at $108,930 for a total personnel cost of $315,042.

Budget Categories	Monthly Base[6]	FTE	Year 1	Year 2	Total
Personnel					
1) Program Director	$5,878	1.0		$70,536	$70,536
2) Program Support Specialist	$3,478	0.5	$20,868		$20,868
3) Program Support Specialist	$3,652	0.5		$21,912	$21,912
4) Multimedia Specialist	$3,767	1.0	$45,204		$45,204
5) Multimedia Specialist	$3,966	1.0		$47,592	$47,592
Subtotal Personnel			$66,072	$140,040	$206,112
Fringe Benefits	Rate				
1) Program Director	52.85%			$37,278	$37,278
2) Program Support Specialist	52.85%		$11,029		$11,029
3) Program Support Specialist	52.85%			$11,580	$11,580
4) Multimedia Specialist	52.85%		$23,891		$23,891
5) Multimedia Specialist	52.85%			$25,152	$25,152
Subtotal Fringe			$34,920	$74,010	$108,920
Total Salaries/Fringe			$100,992	$214,050	$315,042

Travel - total expense: $7,100

There will be no accrued travel expenses needed in this grant for grant personnel. However, there will be community partners that will be sent to the IVAT summit as part of this grant's funding that may require airfare, travel to and from the airport, and per diem since the IVAT summit is hosted on Oahu and interisland travel requires flights with an estimated cost of $115-$120 roundtrip per person per day of the Summit (it is more cost effective to buy

[6] All salaries stated are the first year of employment; year 2 will increase by 5% (including fringe) due to the Collective Bargaining Agreement for these positions

roundtrip flights each day due to the close proximity of islands rather than pay for per diem, hotel, and rental car for a week). Travel to and from the airport for the 2 years of the grant for this initiative would come out to $1,600 and per diem for each person at $20/day would come out to a total funding need of $800. Estimated airfare for this initiative for 8 people total to attend IVAT from neighboring islands for the 2 years is $4,700. These costs are estimated as variables are likely to change (airfare prices, amount of people we send from outer islands, uber/taxi costs, etc). Funding for travel is often not budgeted in organizations line items. This expense would be for up to 8 people (4 people per year) traveling to IVAT and the final two slotted participants will come to the Summit locally, who don't have to travel.

Description	**Est. Daily Rate**	**Total: 5 day conference**	**Year 1**	**Year 2**	**Total**
Maui to HNL (roundtrip airfare) for 1 person	$120	$600	$600	$600	$1,200
Kona to HNL (roundtrip airfare) for 1 person	$115	$575	$575	$575	$1,150
Lanai to HNL (roundtrip airfare) for 1 person	$115	$575	$575	$575	$1,150
Molokai to HNL (roundtrip airfare) for 1 person	$120	$600	$600	$600	$1,200
Est. Taxi/Uber Rate roundtrip	$40/pers/day	$200/pers x 4 people	$800	$800	$1,600
Per Diem per day of travel	$20/pers/day	$400	$400	$400	$800
Total Travel Cost			**$3,550**	**$3,550**	**$7,100**

Supplies total expense: $22,100

To create the multimedia content to deploy the promotional activities for each anticipated output within each objective, a multitude of electronic supplies will be needed. Specifically, this project will require items to create, design and develop the training materials and individual engagement requirements for the media campaign to be effective community outreach actions for all three grant objectives in order to be effectively administered and produce desired outcomes.

The following items will be needed to achieve the above outlined directives (Per unit cost of each item listed below falls below the $4,999 equipment limit cost):

1. Panasonic Lumix GH4 - Camera body
2. Panasonic 12-60mm f/2.8-4 - Lens
3. Panasonic DMW-BLF19 Battery - Battery
4. Rode RodeLink - Wireless Lav
5. Benro Aero 4 - Tripod
6. Altura Light Traveler Backpack - Camera bag
7. 128 GB Extreme Pro SDXS UHS-I Card SD card - SD card

8. Hard drive
    - SSDs access information instantaneously, as they don't have any moving parts – 4 times faster than an HDD, while HDD runs at moderately slow speeds with its mechanical moving parts limitation.
    - Connector: USB-C
    - Minimum Storage Size: 1TB
9. Laptop
    - The chosen laptop should come with the minimum recommendations:
        - Mac
            - Operating System: Mac OS X 10.15 (Catalina) or higher.
            - Processor: Intel 6th Gen or newer CPU)or Apple silicon M1 or newer).
            - Computer Memory: 8 GB of RAM minimum, 16 GB min.
            - For Intel laptops: 4GB of GPU memory recommended.
            - For Apple Silicon laptops: 16GB of unified memory recommended.
            - Operating System: Windows 10 or later
            - Processor:
                - For Intel chipsets: Intel 7th gen or newer CPU.
                - For AMD chipsets: AMD Ryzen 3000 series.
            - Computer Memory: 16 GB or more recommended.
        - Windows PC
            - 4GB of GPU memory.

Along with items for the multimedia initiative, the supply budget will also be utilized for printing (bounding as necessary), branding, and giveaway items to enhance the promotional efforts needed for the three objectives. Along with material items needed to engage the community, there also may be a cause for purchasing manuals or training material as needed to support grant outcomes.

Description	Quantity	Unit Cost	Year 1 Total Cost	Year 2 Total Cost	Explanation
Panasonic Lumix GH4 Camera body	1	$750	$750	x	For production
Panasonic 12-60mm f/2.8-4 - Lens	1	$800	$800	x	For production
Panasonic DMW-BL F19 Battery	1	$80	$80	x	Camera battery for production
RodeLink-Wireless Lav	1	$200	$200	x	Transmit audio to a receiver
Benro Aero 4 - Tripod	1	$350	$350	x	For recording video
Altura Light	1	$145	$145	x	Protect and carry

Traveler Backpack					equipment
128 GB Extreme Pro SDXS UHS-I Card SD card	5	$50	$250	x	Memory for portable devices
Hard drive	1	$200	$200	x	Data Storage
Laptop (Mac or Windows PC)	1	$2,000	$2,000	x	Production
Training Manuals	50	$100	$2,500	$2,500	Support training initiatives
Promotional Expenses			$8,000	$4,325	Media Campaign, Marketing initiatives
Total Supplies Cost			**$15,275**	**$6,825**	

Contractual - total expense $63,000

The estimated cost for implementation of a threat assessment track at IVAT Summits each year will be a minimum of $31,500 and this cost will cover the extra space, electronic requirements of the extra space and presenters needed to create more threat assessment sessions at the 2023 and 2024 Summit as well as provide for all associated costs required. The funds expended at these Summits will be spent on direct costs associated with the threat assessment track implementation.

Description	Quantity	Year 1	Year 2	Total
IVAT Summit Direct Costs for Track Implementation	1	$31,500	$31,500	$63,000
Total Contractual Cost		**$31,500**	**$31,500**	**$63,000**

Other Direct Costs - total expense $16,000

An estimated $10,000 will be spent on sending 10 community partners funded through the grant, to the IVAT Summits (5 in 2023 & 5 in 2024). Already receiving 8 free registrations that are included with active track advisorship (Obj. 2), we will plan to send 5 additional community partners to **each** summit. 10 will be funded with grant funds, and 8 will be free, totalling 18 community members who will gain access to the vast amount of knowledge presented at IVAT. To account for inflation, we will estimate $1,000 for each participant to attend the week-long summit. The additional $6,000 will be used for purchasing/maintaining memberships to threat assessment associations for the PI and PD to ensure modules and training are created with the most relevant and expertly guided materials available which would support

capacity building throughout the lifecycle of the grant. The idea is to expertly address these targeted violence/radicalization issues through seminars and training as well as networking with other threat professionals who are industry experts. Memberships to these types of organizations not only provide list servs and contacts, but discounts on conferences and training to continue to build knowledge in this industry. The easy access to materials and ongoing research in the threat assessment field would be invaluable.

Description	Per Unit Cost	Quantity	Year 1 total	Year 2 total	Total
IVAT Registration- Summit 2023	Est. $1,000	5	$5,000	x	$5,000
IVAT Registration- Summit 2024	Est. $1,000	5	x	$5,000	$5,000
Memberships	TBD	2 of each membership purchased/renewed	$3,000	$3,000	$6,000
Total Cost			**$8,000**	**$8,000**	**$16,000**

BEVERLY V. BALIGAD, J.D.

(b)(6)

EDUCATION

WESTERN MICHIGAN UNIVERSITY THOMAS M. COOLEY LAW SCHOOL, LANSING, MICHIGAN
Juris Doctor, September 2003
Book Awards: Trial Workshop, Advanced Trial
Intraschool Moot Court Semi-Finalist, Honors Council, Office of Student Assistance, Thomas M. Cooley Inns of Court, Phi Alpha Delta legal fraternity

UNIVERSITY OF HAWAII AT MANOA, HONOLULU, HAWAII
Bachelor of Arts, December 1993
Major: English
ASUH Associate Justice, Pre-Law Society Vice-President, Volunteers in Public Service to the Courts (VIPS): Pre-Sentence Case Aid, Juvenile Monetary Restitution Panel Board Member/Arbitrator, Criminal & Family Court Observer Team

BAR ADMISSION

State Bar of Michigan, November 2004 (P67518)

EXPERIENCE

UNIVERSITY OF HAWAI'I - WEST O'AHU
Director of Compliance *May 2015 - present*

Serves as a direct report to the Chancellor and is the campus' Title IX Coordinator; Clery Compliance Officer; ADA/Section 504 Coordinator; Language Access Coordinator; and UHWO Behavior Intervention Team (BIT) Chair. Provides effective leadership and professional representation for the institution, specific to compliance areas across the campus, including, but not limited to: Title IX, Clery/VAWA/Campus SaVE Act, Drug Free Schools and Communities Act (DFSCA), ADA/Section 504, and UHWO's Behavior Intervention Team (BIT).

Created, implemented and trained UHWO Behavior Intervention Team; member of Threat Team Oahu; co-founder of Threat Team EDU; serves as the BIT Chair. Serves as a member of the National Governor's Award (NGA) – State Core Member 2021. Continues to lead and guide the threat assessment efforts on campus.

HIGHER EDUCATION COMPLIANCE PROFESSIONALS (HECP), LLC
Senior Presenter, Trainer and Consultant *September 2014 – present*

Trains and assists Higher Education institutions around the country in legal and compliance areas including, but not limited to: Title IX, Civil Rights Investigations, Due Process, Clery Act, First Amendment, Drug Free Schools and Communities Act (DFSCA), ADA/Section 504, Violence Against Women's Act (VAWA)/Campus SaVE Act and Behavior Intervention Team/Threat Assessment.

LANSING COMMUNITY COLLEGE
Director of Student Compliance and Training/Student Title IX Coordinator *January 2009 – June 2015*

Provided effective leadership and professional representation on information related to student legal and student conduct issues (student appeals, student discipline, compliance with federal regulations, and policy enforcement). Served as the Dean of Students' designee in the application of the Student Code of Conduct and provided leadership for the college-wide student complaint and appeal processes, including student due process and judicial board process systems. Advanced knowledge of student legal issues including, but not limited to: FERPA, FOIA, due process, First Amendment, Title IX, ADA/ADAAA/Section 504, GI Bill, US Patriot Act, Clery Act, VAWA/Campus SaVE Act,

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and the DFSCA. Researched best practices, created, implemented and trained all individuals who serve on the college's Student Behavior Intervention Team (sBIT); continues to serve as the BIT Chair and maintains and manages the BIT cases. Created and implemented campus Employee Behavior Intervention Team (eBIT). Researched ADA/Section 504 and related federal regulations. Created the Student Disability Grievance Process.

Implemented and trained all Student Disability Grievance Committee members. Serves as the Student Disability Grievance Chair. Researched Title IX and related federal regulations. Implemented the Colleges' Student Sexual Misconduct Complaint Process and all ancillary processes. Developed all training for the Student Title IX Investigators, Panel Board Members and Face to Face training for faculty, staff, administrators and students. Maintains and manages all Student Title IX complaint, investigation, training and programming information. Serves as the Student Title IX Coordinator. Wrote policy portions of the Clery Act; created and implemented the Campus wide Compliance Program team (CCP). Wrote policy portions for implementation of the Drug and Alcohol Prevention Program required under the Drug Free Schools and Communities Act (DFSCA). Implementation of the Symplicity/Advocate system used to maintain Student Conduct and BIT records. Supervised office staff.

PROFESSIONAL AFFILIATIONS

State Bar of Michigan, *licensed member*

Association of Threat Assessment Professionals (ATAP), Northwest Region Chapter, *member*

Threat Team Oahu (TTO), member

Threat Team EDU, co-founder, *member*

National Association of College and University Attorneys (NACUA), *NACUANotes Editorial Board (2016-2020); Higher Ed Compliance Alliance (2018-2020); member*

University Risk Management Insurance Association (URMIA), *member*

National Association of Clery Compliance Officers and Personnel (NACCOP), *member*

Council on Law in Higher Education (CLHE), *(2010-2014)*

Association for Student Conduct Administration (ASCA), *MI Representative (2009-2010), Co-Representative (2011), State Coordinator (2012-2013, member), ASCA Membership Dues Task Force 2014, member 2010-2017*

Association of Title IX Administrators (ATIXA), m*ember*

PROFESSIONAL DEVELOPMENT

SPECIALIZED TRAINING SERVICES
Advanced Threat Assessment, October 2020 (3-day Training)
Violent Extremism, 2021: A Threat Assessment Update, May 2021 (4-Day Training)

HI FUSION CENTER/HONOLULU POLICE DEPARTMENT
US Secret Service Training: Threats and Social Media February 2020

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ASSOCIATION OF THREAT ASSESSMENT PROFESSIONALS (ATAP)
Virtual Threat Assessment Conference, October 2020 (2-day conference0

NATIONAL THREAT ASSESSMENT CENTER (NTAC)
USSS: Mass Attacks in Public Spaces- 2019 August 2020

HI FUSION CENTER/DEPARTMENT OF HOMELAND SECURITY, NTER
The Relationship Between Domestic Violence and Targeted Violence: Key Identification and Assessment Considerations During the Reopening of America June 2020

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS (NASPA)
AOD and Campus Violence Prevention Conference, Jan. 2020

NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY ATTORNEYS (NACUA)
Annual Conference, 2018
Civil Rights Conference, 2019

ASSOCIATION OF TITLE IX ADMINISTRATORS (ATIXA)
Title IX Coordinator Training and Certification Program, October 2011, 2012, 2013, 2015, 2016, 2017, 2018, 2019
Title IX Investigator Training and Certification Program, 2013, 2015, 2017, 2018, 2019, 2020
Title IX Decision Maker/Appellate Officer Training and Certification Program, 2021

ASSOCIATION OF STUDENT CONDUCT ADMINISTRATORS (ASCA) NATIONAL CONFERENCE
Annual Conference, February 2012, 2013, 2014, 2015

MI COALITION TO END DOMESTIC AND SEXUAL VIOLENCE (MCEDSV)
Expanding & Enhancing Survivor informed Domestic and Sexual Assault Programs, August 2014

NATIONAL BEHAVIOR INTERVENTION TEAM ASSOCIATION (NaBITA)
Annual Conference, 2012, 2014, *Threat Assessments* July 2017 (4 day training)

EQUALITY MICHIGAN
Bridging the Gap: LGBTQ Communities & Law Enforcement, May 2014

NATIONAL ASSOCIATION OF FOREIGN STUDENT ADMINISTRATORS (NAFSA)
F-1 Beginning and Intermediate Student Advising Workshop, May 2011

NATIONAL ASSOCIATION OF VETERAN PROFESSIONALS (NAVPA)
School Certifying Official Workshop, October 2010

NATIONAL CONFERENCE ON LAW IN HIGHER EDUCATION
Various sessions, February 2009

MSU- SCHOOL OF LABOR AND INDUSTRIAL RELATIONS
Preparing For and Negotiating a Labor Contract, August 2008

MSU- SCHOOL OF LABOR AND INDUSTRIAL RELATIONS
Certified Labor Relations Professional (CLRP) designation, December 2007

HARVARD LAW SCHOOL- PROGRAM ON NEGOTIATIONS
Negotiations for Senior Executives, Dealing With Difficult People and Difficult Situations, April 2008

PRESENTATIONS/TRAININGS CONDUCTED

Lansing Community College Behavior Intervention Team Members, *LCC* ***Behavior Intervention Team Training****,* March 2009, 2011

Michigan Community Colleges Student Services Association (MCCSSA), ***Intersection of Student Conduct and Student Services****,* October 2010

LCC Faculty, ***How to Deal with Difficult Students***, various dates, 2010 - 2015

LCC Faculty, Administration and Staff, ***LCC's Behavior Intervention Team****,* various dates, 2010 – 2015

LCC Faculty, ***Office of Student Compliance Presentation****,* various dates/ongoing, 2010- 2015

Lansing Community College Behavior Intervention Team Members, ***LCC Behavior Intervention Team Training****,* April 2011

LCC Student Leadership Academy, ***Foundations of the Student Code of Conduct***, September 2011, February 2012, June 2013, various dates/ongoing

Lansing Community College Judicial Board Training, ***Foundations of the Student Code of Conduct****,* September 2011

Michigan Association for Student Conduct Administration (MI-ASCA), ***Formal Conduct Processes****,* October 2011

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO), ***LCC's Behavior Intervention Team (BIT),*** November, 2011

LCC Faculty- Center for Teaching Excellence, ***Civility in the Classroom****,* various dates, 2011 – present

Fire Academy Program (Students), ***Student Code of Conduct****,* January 2012, various/ongoing

Lansing Community College Judicial Board Training, ***Hearings and Sanctions****,* February 2012

Michigan Occupational Special Populations Association (MOSPA), ***LCC's Behavior Intervention Team****,* May 2012

Michigan Association of Student Conduct Administrators (MI-ASCA), ***Creative Sanctioning****,* May, 2012.

LCC Board, ***Judicial Board Chairs Training****,* July, 2012. (Face-to-face & webinar format)

LCC Student Title IX Investigators, ***LCC Student Title IX Process & Investigations****,* August 2012 (Face-to-face & webinar format)

LCC Faculty, Administration & Staff, ***The Basics of First Amendment****,* August 2012 (Face-to-face & webinar format)

LCC Formal Disability Grievance Committee, The **Basics of ADA/Section 504/*LCC Formal Disability Grievance Process***, November 2012

Michigan Student Financial Aid Administration (MSFAA), ***Best Practices for Dealing with FA Fraud***, February 2013

(continued)

LCC Student Title IX Investigators, ***LCC's Investigative Report: How to Write It***, March 2013

Michigan Community College Student Services Association (MCCSSA), ***First Amendment and its Impact on Student Services***, March 2013

LCC Student Sexual Misconduct Panel Members, ***Serving on a Provision 4 Panel***, July 2013 (Face-to-Face & Webinar format)

University of Hawaii- Manoa, Basics ***of Title IX, Advanced Title IX and Title IX Investigations***, August 2013.

Paper-Clip Communications: ***Title IX and the Commuter Campus***, September 2013 (Webinar format, National Audience)

Paper-Clip Communications: ***Sexual Misconduct to Sexual Assault: A Faculty's Role***, November 2013 (Webinar format, National Audience)

MI Association of Student Conduct Administrators (MI-ASCA), ***Student Code Revisions: Suggestions, Title IX Investigative Report***, November 2013 (Face-to-Face format)

Academic Impressions, Faculty Member, ***Developing a Title IX Compliance Plan***, December 2013 (3-Day Conference)

Paper-Clip Communications: ***Campus Compliance Office and Officers: Managing Compliance on Campus.*** April 2014 (Webinar format, National Audience)

LCC Title IX Investigators & Provision 4 Panel Members, ***Part 1: Title IX Foundation***, January 2014; ***Part II: Title IX at LCC*** February 2014***; Part III: Sexual Misconduct- Analyzing the Behavior***, March 2014. (Face-to-face training format); ***Part V: Writing the Report*** April 2014

Academic Impressions, ***Clery Act: Essential Updates for your Annual Security Report***. June 2014 (Webinar format, National Audience)

Wayne County Community College District, Executive Leadership Team, ***Compliance Issues Related to Student Affairs***. August 2014. (Face-to-face)

Macomb Community College, ***Basic Title IX Investigator's Training***. September 2014 (Full day, Face-to-face)

Academic Impressions, Faculty Member, ***Developing a Title IX Compliance Plan***, October 2014 (3-Day Conference)

UH System Community Colleges, ***Title IX Boot Camp: Setting a Solid Foundation***. October 2014 (2 Full Days, Face-to-face).

Henry Ford Community College, Select upper administrators, Title IX Coordinators and potential investigators. ***Title IX Foundations Training.*** November 2014 (Full day, Face-to-face).

MCCSSA Leadership Retreat, ***Intersection of Title IX, VAWA and Clery Act***. June 2015 (face-to-face)

Academic Impressions, ***Foundation of Title IX Investigations***. July 2015, December 2015, July 2016, December 2016, July 2017, December 2017, July 2018, December 2018, July 2019, December 2019 (face-to-face)

South Florida 4th Annual Title IX Consortium, ***Title IX Investigations and Title IX Special Topics***. March 2019 (Face-to-face)

(continued)

University of Hawaii- West Oahu, ***Foundations of Behavior Intervention Teams***. Aug (2017); May 2018; Oct 2019 (face-to-face)

Academic Impressions, ***The New Title IX Regulations: Panel Discussion.*** June 2020. (Virtual)

Innovative Educators, ***The New Title IX Regulations: What You Need To Know.*** June 2020 (Virtual)

Academic Impressions. ***Title IX Investigations Foundation Bootcamp***. June-July 2020. (Hybrid [Synchronous and Asynchronous] course delivery.)

Threat Team EDU, ***UHWO's Behavior Intervention Team's Process***. July 2020 (Virtual)

Guam Coalition Against Sexual Assault & Family Violence, ***Title IX Investigation Foundations***. September 2020 (Virtual)

Innovative Educators, ***Title IX and Threat Assessment: The Emergency Removal Process***. February 2021 (Virtual)

Academic Impressions, ***Developing a Title IX Questioning Plan***. April 2021 (Virtual)

SKILLS

Exceptional communication skills with diverse populations and constituencies across the campus (Faculty, Executive Leadership, Support Staff/Student employees and Students)

Solid skills and knowledge in threat assessment and threat assessment management

Ability to work collaboratively with internal and external constituencies, as well as community organizations and leaders

Ability to work independently and manage complex projects & meet aggressive timelines for projects

Solid understanding of student code of conduct and the intersection of legal issues facing higher education

Advanced knowledge of federal and state laws applicable to compliance issues in higher ed

Ability to gain advanced knowledge in an unknown area in a short period of time

Experienced presenter and trainer for different audience types in various complex compliance areas

Ability to complete complex research and make recommendations in the application of regulatory requirements

Strong analytical skills and ability to effectively assess circumstances and situations

Ability to work with diverse student circumstances and populations

Ability to identify, recommend and implement process improvements

Strong document/case management skills

Effective conflict resolution and mediation skills

(continued)

Ability to use basic computer programs and applications (Microsoft Word, PowerPoint, Google Docs, Google Drive, etc.), Camtasia, Adobe Connect, Symplicity/Advocate, Banner, Laulima, Maxient

REFERENCES

Available upon request

Madisyn Schoonover

(b)(6)

Finely tuned analytical and communication skills with a dedication to continually streamlining and integrating work programs and processes. Resourceful team player who excels at building trusting relationships and establishing collaborative ties. Ability to create detailed assessments to communicate analyzed data and assessment of risk. Results driven achiever with exemplary planning and organizational skills who can achieve maximum impact with minimal cost.

QUALIFICATIONS SUMMARY

Data Analysis/ Prog. Management

- Implemented data collection processes and tools to efficiently audit identified compliance measures.
- Implemented a companywide initiative for a new Electronic Medical Record system and acted as the liaison between the organization and the outside software company as planning and phased implementation occurred.
- Designed a new onboarding process to meet established goals and requirements to ensure regulatory best practice is met.
- Magnified and reported to executives all major areas of concern after analyzing a multitude of data sets.
- Processed material from previous criminal lawsuits to create a case study during forensic linguistics educational training.

Technical Writing

- Wrote, presented and defended an honors thesis titled “Hispanic Women and their Shift to Feminism through Brujeria.”
- Streamlined instructional content for policy and procedures to ensure regulatory standard could be met within the company systems.
- Built and executed all content for newly established programs including missions, values, modules, and exams.

Investigation/ Action Plan Creation

- Investigated occurrences to identify cause and if a negative outcome occurred as well as applied appropriate interventions and instituted new procedures to prevent any future occurrences of a similar nature.
- Facilitated organization wide trainings using the AELC method using evolving principles and methodologies to keep the training engaging. Defined measures to track effectiveness of training through surveys and analysis of those surveys to ensure adaption of training as needed.
- Accelerated acceptance rates of corrective action plans by establishing systems and quantifiable tracking of those newly enacted systems and

EXPERIENCE HIGHLIGHTS

University of Hawai’i, West O’ahu **March 2022 – Present**
Program Director of a DHS/FEMA Grant
Manages, coordinates, and administers all aspects of the DHS/FEMA grant project, including: project planning, fiscal oversight, budgetary administration, and personnel management. Responsible for the oversight of the implementation of Behavior Intervention/ Threat Assessment teams within the Hawaii school districts. Oversees the preparation of system design and program plans, establishes program goals and timelines as well as monitors schedule performance and implementation effectiveness. Involved in managing campus Clery Act compliance as well as campus DAAPP and Biennial Review compliance efforts. Preparation of projections and cost analysis as well as timely reporting to funding agencies. Responsible for maintaining collaborative ties with community organizations internally and externally.

University of Hawai’i, West O’ahu **December 2021 – March 2022**
Compliance Specialist
Assisted and supported the Director of Compliance by reconciling budgets and organizing logistics. Maintained and programs compliance webpages and microsites. Chartered, secured, and updated documents within the compliance system to log pertinent case information. Formalized the on campus Annual Security Report and initiated DAAPP/Biennial Review efforts. Maximized Title IV Consumer Information, Language Access, and Title IX compliance efforts along with ADA/Section 504. Supported and assisted in behavior intervention and threat assessment efforts.

- Assisted in streamlining interim procedures for threat assessment and behavior intervention within the Hawaii Department of Education.
- Provided support and working knowledge of the Homeland Security Grant awarded to the University of Hawai’i- West Oahu to support the administration and allocation of the funds along with maintaining compliance and regulatory standard with the necessary reporting and tracking requirements.
- Maintained active membership on the University of Hawai’i- West Oahu’s Campus Compliance Hui, Threat Team EDU, and Threat Team Hawaii.
- Actively participated in trainings for Threat Assessment and Behavior Intervention. Trainings include Van Dreal, Secret Service National Threat Assessment Training, Colorado Threat Assessment Model, and Attitudinal Inoculation Training.

Ashley Manor LLC, Remote **March 2018 – June 2021**
Quality Assurance Program Director
Partnered with operational leadership to create policies, training, and literature of systems for company wide use, maintaining a high degree of detail to ensure clear and effective implementation. Developed and championed a quality assurance program that included the analysis of data and creation of identified quantitative measures which aligned with regulation and policy to conduct trainings to field staff and briefings to executives. Integrated and interpreted regulatory standard within company systems. Generated workable and innovative solutions to complex problems. Responsible for all communication between company and state licensing entity. Designed and launched action plans to ensure procedural steps were followed to re-establish compliance where necessary. Strengthened and optimized company forms, policies, procedures, tracking tools, and training literature in accordance with current regulations, requirements, and industry best practices. Made recommendations considering cost/benefit analysis and risk management regarding quality of product. Analyzed raw data to identify opportunities and successes of conceptualized strategy. Maintained oversight of project planning for different initiatives such as onboarding processes, standardization of systems, upgrading to electronic software for all systems, changing how remediation occurred within the organization, and oversight of controlled metrics by state entities.

- Identified 87% of deficiencies prior to state licensure surveys.
- Innovation award winner for executing and maintaining the on-boarding and

programs to verify proper reporting occurred and additionally follow through of action items to eliminate deficiencies identified.

EDUCATION

Master of Applied Linguistics with an Emphasis in Cultural Affairs
University of Massachusetts, Boston
2019

Honors Bachelor of Arts in Spanish with a Minor in Linguistics
Idaho State University, Pocatello
2014

LICENSES & CERTIFICATIONS

Certified Fitness Instructor,
ACE, Since 2021

CPR/First Aid Instructor,
ASHI/MEDIC/FIRSTAID, Since 2018

Certified PAC Trainer, Teepa Snow
Positive Approach to Care, 2017

Licensed Facility Administrator, Oregon State, Since 2020

LANGUAGES

Spanish, Intermediate

training processes for newly hired personnel.
- Elected as the leader of the standardization project to ensure systems and policies were streamlined to be used throughout the entire company which required regulation analysis and implementation in three different states. Designed, formatted, and created timelines and program goals.
- Expanded health profiles of 60 different facilities onto a comprehensive digital chart utilizing a new software system effecting 100% on-boarding success and finishing two months ahead of the planned timeframe. Led the trialing of different software companies to select the proper system for the company's best interest. Acted as the liaison between the Software Company and Ashley Manor to ensure software would successfully integrate into already established systems.
- Conducted cost analysis, financial review, and summary reporting to allow for successful budget maintenance.
- Eliminated 100% of late fees for all state produced fines and licensing costs by creating a tracking system for all due dates and submissions.
- Served as the company liaison between the Department of Human Services and other outside agencies to maintain collaborative ties.

Ashley Manor LLC, Oregon (Statewide) **December 2016 – March 2018**
Junior Vice President of Operations and Sales

Maintained a productive climate and confidently motivated, mobilized, and coached employees to meet high performance standards with a goal-driven leadership focus. Worked closely with the Vice President of Operations and Sales to provide operational supervision to 22 Residential Care Facilities. This included compliance and regulatory standard management, personnel evaluation (for field staff, administrative staff, maintenance personnel, marketing personnel, and registered nurses), and creating a strategic workflow for all systems for personnel to provide the highest quality of care to the clients.

- Participated in budget creations and tracking for proper financial review for all regions to sustain appropriate overhead and expenses.
- Decreased statewide turnover by 22% from the previous year.
- Record holder for being the fastest promoted Junior VP in company history, making me the youngest to ever hold that position title within the organization.

Ashley Manor LLC, Oregon (Statewide) **April 2015 – December 2016**
Director of Operations and Sales

Supervised all marketing actions while maintaining oversight of all facility compliance perspectives within a 9-facility region. This included responsibility of budget creation and maximization, reviewing and training executives on financials, and hiring and training new management on all programs within the organization. Identified opportunities in systems with corrective action and ensuring state regulation was met in all facets of the Residential Care Facility. Compiled information from executive meetings to relay to team members within the region.

- Maintained a level four leadership status based on the *5 Levels of Leadership* surveys created by John C. Maxwell, which were collected throughout my time in this leadership role from all personnel that I oversaw.
- Orchestrated a Leadership Hui for regional heads within the company to mature their leadership competence and capacity with 85% retention of members.

Ashley Manor LLC, Company Wide **May 2014 – April 2015**
Compliance Administrator

Provided guidance and supplemental support to Regional Directors and the VP of Operations. Conducted training, hiring, progressive discipline, and regulatory supervision through ongoing audits and status reports delivered to the management team. Developed a relationship with each state entity to ensure regulatory standard was being achieved. Became a Qualified Entity Designee for the state of Oregon. Negotiated an organizational system to ensure communication was maintained between the facility and the state.

ADDITIONAL EXPERIENCE

Comprehensive Training in Preventative Behavioral Threat Assessment and Management, John Van Dreal Method

Career Profile Developer, Talent Inc., Remote

Certified Substitute Teacher K-12, Idaho

VOLUNTEER EXPERIENCE

Helping Hands Hawaii, Donation/Application Approval Team, 2021- Present

International Rescue Committee, Employment and Economic Well Being Team, 2019-2020

Cadena De Amor, Volunteer Dental Assistant, Honduras, 2018 & 2019

Portland to Coast Relay, Team Captain, 2017 and Alzheimer's Association, Team Organizer, 2015 & 2016

Work at UH Advertisement

Title: Program Support Specialist (Admin & Fiscal Support Sp)
Position Number:
Hiring Unit: University of Hawai‘i West O‘ahu
Band: A
Minimum Monthly Salary: salary schedules and placement information
Additional Salary Information: Commensurate with qualifications and experience.
Full Time/Part Time: 0.25/0.75 FTE
Temporary/Permanent: Temporary- Not to Exceed: September 30, 2024
Other Conditions: Federal Funds, temporary, with the possibility of extension pending availability of funds and satisfactory performance.

This position will require funding through the entirety of the grant focusing 25% effort on the 2022 TVTP grant for the first year and then 75% effort for the second year of the grant. The reason for this breakdown as such, is that the first year of the grant will be a time where fiscal needs are lower due to the relationship building aspect and content creation, whereas the second year of the grant will require more expenditure of funds as plans roll out into the community and within each objective.

This position will assist the Program Director with all administrative, implementation and fiscal responsibilities of the grant and other related duties as assigned. Additional specific duties and responsibilities include the following:

Duties and Responsibilities

Service Administration

1. Assists in the research, design, implementation and evaluation of behavior intervention and threat assessment and bystander intervention training programs.
2. Assists Principal Investigator and Program Director with the preparation of project reports including establishing and meeting timelines for submissions and other commitments.
3. Assists with the design and production of the training materials, programs, and services related to grant goals.
4. Collects data from existing files and other related entities to prepare periodic summary reports to assess effectiveness of the Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform.
5. Remains current with US Department of Homeland Security policies and grant terms/conditions to ensure project compliance with agency requirements.
6. Responsible for support services in project administration, fiscal and operational functions in support of the U.S. Department of Homeland Security/FEMA grant.
7. Performs procurement functions, i.e., preparation of requests for quotations, purchase orders, contracts, and proposal/bid/technical specifications, ensuring all purchases are in compliance with Federal, State, and University guidelines and procedures.
8. Advises faculty and staff on appropriate Federal, State and UH policies and procedures on fiscal and personnel issues.

Operational and Administrative Services

1. In conjunction with the Principal Investigator, Program Manager & others, assists with the Hawai‘i Behavior Intervention/Threat Assessment Team Implementations: The ECHO Platform grant project including office operations, fiscal operations, and any current or future grant related needs.
2. Advises project personnel on requirements for Federal, State, University, and RCUH fiscal and personnel transactions, e.g., applying methods, techniques, and principles of the specialty area in Kuali, SuperQuotes, UH Foundation and RCUH procurement policies & procedures.
3. Assists senior personnel in the performance of detailed and routine work, e.g., manually tracking grant subaccounts or performs or assists with reviews and analyses to maintain adherence to project timelines, objectives, and performance measures related to grant goals.
4. Prepares and reviews travel requests and documents using Kuali system and completion reports for project faculty, staff and visitors, ensuring appropriateness, correctness and compliance with established policies and procedures.
5. Initiates, reviews and ensures correctness of documents and other paperwork for hiring personnel, including temporary hires and casual hires, and student assistants.
6. Independently performs complex application and research of UH, RCUH, and U.S. DOE financial requirements in procurement and purchasing involving application of policies, regulations, accepted methods, and proper procedural practices to follow guidelines and maintain regulatory compliance.
7. Liaison with Fiscal Office, Human Resources, UH Foundation, and RCUH in maintenance of budgets, personnel matters, scholarships, and other administrative activities.
8. Prepares fiscal reports and records necessary for budget preparation and periodic operational status reports for grants, contracts and postawards
9. In conjunction with Program Manager and others, maintains database of files, data, and records for operational reports and grant reports. May include weekend and evening hours.
10. Assumes other related duties as assigned.

Minimum Qualifications

Education and Professional Work Experience

1. Possession of a pertinent baccalaureate degree in business administration, accounting, public administration, education, or other related field; and 2 year(s) of progressively responsible professional experience with responsibilities including: providing educational services or threat assessment, training of complex educational programs, business administration, and equivalent education/training or experience in carrying out fiscal responsibilities.
2. Functional knowledge and understanding of threat assessment, federal regulations in higher education institutes or behavior assessment with the ability to understand and apply necessary concepts.
3. Functional knowledge of principles, practices and techniques in current business management best practices demonstrated by knowledge, understanding and ability to apply concepts and terminology.
4. Functional knowledge and understanding of principles, theories, federal and state laws, rules, regulations and systems associated with purchasing and payments.
5. Demonstrated ability to recognize problems, identify possible causes and resolve the full range of problems that may commonly occur in the workplace.

6. Demonstrated ability to recognize problems, identify possible causes and resolve the full range of problems that may commonly occur with financial responsibilities, e.g., processing of procurement and payments.
7. Demonstrated ability to understand oral and written documentation, write reports and procedures, and communicate effectively in a variety of situations with a diverse group of people.
8. Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team members, and individuals.
9. Demonstrated ability to operate a personal computer and MS Office or Google Suite.
10. Functional knowledge of administrative and organizational processes as applied to the administration of operations, services, facilities, and programs.
11. Organized, detail oriented, and able to follow through on tasks/projects with minimal supervision.

Desirable Qualifications

1. Knowledge of federal regulations pertaining to the administration of contracts and grants, and the administrative service policies and procedures of UH and RCUH.
2. Demonstrated ability to interpret state and federal regulations and mandates, specifically as they apply to fiscal matters, procurement, grants, and contracts to ensure compliance.

Work at UH Advertisement

Title: Multimedia Specialist
Position Number:
Hiring Unit: University of Hawai‘i West O‘ahu
Band: A
Minimum Monthly Salary: salary schedules and placement information
Additional Salary Information: Commensurate with qualifications and experience.
Full Time/Part Time: 1.0 FTE
Temporary/Permanent: Temporary- Not to Exceed: September 30, 2024
Other Conditions: Federal Funds, temporary, with the possibility of extension pending availability of funds and satisfactory performance.

The media specialist will require funding through the entirety of the grant at 100% effort. This position will be vital in order to develop promotional content and any graphics needed for the different training within each objective to attract multiple target groups and to organize modules and training for user-friendly promotion and access. This specialist will be required to participate in relationship development with other entity’s media specialists to accomplish program outcomes.

Duties and Responsibilities

- Develop creative digital content solutions that build content solutions that build upon UHWO faculty strengths, meet goals for student recruitment, and improve student retention.
- Meet with the project team and generate creative design ideas from basic concepts.
- Develop unique specialty content, such as 3D animation, special visual effects, narration and sound effects, original video, audio or video editing, dynamic maps, graphics, or databases, illustrations, etc.
- Use multimedia design knowledge and experience to create clear and engaging multimedia materials/resources that effectively meet the needs of the project and related courses.
- Plan, coordinate, manage and direct details of photo/video shoots with content experts and project leads.
- Research and acquire necessary releases, licenses, and approvals as required.
- Effectively manage projects from storyboarding/design to deployment phase in a timely manner according to expectations.
- Provide training that focuses on multimedia tools and techniques as needed.
- Track and analyze issues raised by faculty.
- policies and procedures and recommends changes for improving efficiency, effectiveness, and productivity.
- Other duties as assigned

Minimum Qualifications

- Possession of a Bachelor's degree or equivalent experience in Creative Media, Learning Technologies, Graphic Design or related field.
- A minimum of one (1) to two (2) years of professional graphic design experience.
- Professional competencies in animation, graphic design, and digital accessibility.
- Demonstrated proficiency in social media, web design, mobile app technologies and streaming services.
- In-depth knowledge of several graphic design software including Adobe Illustrator, Adobe Photoshop and Adobe InDesign.
- High level of understanding of design concepts, principles, processes, color therapy, and typography.
- In-depth knowledge of video and audio platforms (Final Cut X, PremierePro, and AfterEffects), camera operation and lighting, audio recording, digital photography, and/or media management.
- Knowledge of HTML, CSS, and web development tools.

May 2, 2022

To whom it may concern,

I am writing this letter in support of the University of Hawai‘i- West O‘ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources and ongoing professional development opportunities currently being provided to the state. However, more needs to be done still.

The Hawaii Association of Independent Schools (HAIS) is certain that we will be able to benefit directly from the resources and training that will be available because of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration and by proactively engaging with other community members using available resources will ultimately result in violence prevention within the state of Hawai‘i.

Furthermore, we know that Bev Baligad has been extremely involved in the state's threat assessment endeavors which includes: co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai‘i (TTH), serving on the Hawai‘i National Governor's Association Policy Academy (NGAPA)Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the entire state. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of HAIS, I support the efforts of UH West O‘ahu to seek funding to support statewide threat assessment training efforts that will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts here locally.

Respectfully,

(b)(6)

Philip J. Bossert
Executive Director
The Hawaii Association of Independent Schools

200 N. Vineyard Suite 401 • Honolulu, Hawai‘i 96816
Phone (808) 973-1540 • Fax (808) 973-1545

DAVID Y. IGE
GOVERNOR

KEITH T. HAYASHI
INTERIM SUPERINTENDENT

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION – LEEWARD DISTRICT
OFFICE OF THE DISTRICT SUPERINTENDENT
601 KAMOKILA BOULEVARD, ROOM 588
KAPOLEI, HAWAII 96707

May 4, 2022

To Whom it May Concern:

I am writing this letter in support of the University of Hawai'i- West O'ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources and ongoing professional development opportunities currently being provided to the state. However, more needs to be done still.

The Campbell-Kapolei Complex Area is certain that we will be able to benefit directly from the resources and training that will be available as a result of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration and by proactively engaging with other community members using available resources will ultimately result in violence prevention within the state of Hawai'i.

Furthermore, we know that Bev Baligad has been extremely involved in the state's threat assessment endeavors which includes: co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai'i (TTH), serving on the Hawai'i National Governor's Association Policy Academy (NGAPA)Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the state as a whole. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of the Campbell-Kapolei Complex Area, I support the efforts of UH West O'ahu to seek funding to support statewide threat assessment training efforts that will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts here locally.

Respectfully,

(b)(6)

Sean S. Tajima, Complex Area Superintendent
State of Hawaii – Department of Education
Leeward District – Campbell-Kapolei Complex Area

Letter of Support

May 9, 2022

To Whom It May Concern:

We are writing this letter in support of the University of Hawai‘i – West O‘ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources, and ongoing professional development opportunities currently being provided to the State of Hawai‘i. However, more needs to be done.

The Family Violence & Sexual Assault Institute (FVSAI) DBA Institute on Violence, Abuse and Trauma (IVAT) – Ho‘omaluhia IVAT Hawai‘i Pacific Branch is certain we benefit directly by bridging resources and training, which will be available as a result of this grant effort. We believe connections through the Annual Hawai‘i International Summit may increase threat assessment knowledge through training, collaboration and by proactively engaging a multidisciplinary audience averaging 1,000 attendees with other community members. Available resources will ultimately result in violence prevention within the state.

Furthermore, we believe Bev Baligad continues to be extremely involved in the state's threat assessment endeavors, which includes co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai‘i (TTH), serving on the Hawai‘i National Governor's Association Policy Academy (NGAPA)Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the state. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of Ho‘omaluhia, we support the efforts of UHWO to seek funding to support statewide threat assessment training efforts, which will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts locally.

Respectfully,

(b)(6)

Robert Geffner, PhD, ABN, ABPP
President & Founder
Institute on Violence, Abuse and Trauma

(b)(6)

Sandi Capuano Morrison, MA
Chief Executive Officer
Institute on Violence, Abuse and Trauma

ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

May 3, 2022

To whom It May Concern,

I am writing this letter in support of the University of Hawai'i - West O'ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources and ongoing professional development opportunities currently being provided to the state. However, more needs to be done still.

Island Pacific Academy is certain that we will be able to benefit directly from the resources and training that will be available as a result of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration and by proactively engaging with other community members using available resources will ultimately result in violence prevention within the state of Hawai'i.

Furthermore, we know that Bev Baligad has been extremely involved in the state's threat assessment endeavors which includes: co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai'i (TTH), serving on the Hawai'i National Governor's Association Policy Academy (NGAPA) Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the state as a whole. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of Island Pacific Academy, I support the efforts of UH West O'ahu to seek funding to support statewide threat assessment training efforts that will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts here locally.

Respectfully,

(b)(6)

Gerald Teramae
Head of School
Island Pacific Academy

UNIVERSITY of HAWAI'I®
LEEWARD
COMMUNITY COLLEGE

Letter of Support

Date: May 4, 2022

To whom it may concern,

I am writing this letter in support of the University of Hawai'i- West O'ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources and ongoing professional development opportunities currently being provided to the state. However, more needs to be done still.

Leeward Community College is certain that we will be able to benefit directly from the resources and training that will be available as a result of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration and by proactively engaging with other community members using available resources will ultimately result in violence prevention within the state of Hawai'i.

Furthermore, we know that Bev Baligad has been extremely involved in the state's threat assessment endeavors which includes: co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai'i (TTH), serving on the Hawai'i National Governor's Association Policy Academy (NGAPA)Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the state as a whole. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of Leeward Community College, I support the efforts of UH West O'ahu to seek funding to support statewide threat assessment training efforts that will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts here locally.

Respectfully,

(b)(6)

Thomas S. Hirsbrunner, J.D.
Leeward Community College
Title IX Coordinator & Behavioral Intervention Team Chair

UNIVERSITY of HAWAI'I®
MAUI COLLEGE

May 5, 2022

To whom it may concern:

I write this letter in support of University of Hawai'i - West O'ahu (UHWO) and its Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources, and ongoing professional development opportunities currently being provided to the state.

University of Hawai'i Maui College will benefit directly from the resources and training that will be available as a result of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration, and proactive engagement with other community members using available resources will ultimately result in violence prevention within the state of Hawai'i.

We know that Bev Baligad has been much involved in the state's threat assessment endeavors, including: co-Founding Threat Team EDU (TTE); serving as general and consult group member of Threat Team Hawai'i (TTH); serving on the Hawai'i National Governor's Association Policy Academy (NGAPA) Team as a core member; and assisting BITATs with consultation and training. Bev Baligad has worked diligently to provide more training and programs to community members in need of assistance. We believe that the programs and information benefit the BITATs and allow more local communities to develop the capacity to identify, address, and prevent violence.

On behalf of University of Hawai'i Maui College, I support UHWO's funding request for statewide threat assessment training efforts that build and support more diverse and culturally inclusive local prevention efforts.

Sincerely,

(b)(6)

Lui K. Hokoana, EdD
Chancellor

310 W. Ka'ahumanu Avenue
Kahului, HI 96732-1617
Telephone: 808.984.3636
Website: www.maui.hawaii.edu

An Equal Opportunity/Affirmative Action Institution

Letter of Support

Date: May 3, 2022

To whom it may concern,

I am writing this letter in support of the University of Hawai'i- West O'ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources and ongoing professional development opportunities currently being provided to the state. However, more needs to be done still.

University of Hawaii at Manoa – Campus Services is certain that we will be able to benefit directly from the resources and training that will be available as a result of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration and by proactively engaging with other community members using available resources will ultimately result in violence prevention within the state of Hawai'i.

Furthermore, we know that Bev Baligad has been extremely involved in the state's threat assessment endeavors which includes: co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai'i (TTH), serving on the Hawai'i National Governor's Association Policy Academy (NGAPA)Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the state as a whole. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of *University of Hawaii at Manoa – Campus Services*, I support the efforts of UH West O'ahu to seek funding to support statewide threat assessment training efforts that will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts here locally.

Respectfully,

(b)(6)

(Signature)

Kevin Ishida *(Printed Name)*

University of Hawaii at Manoa – Campus Services (Organization)

Interim Director *(Title within Organization)*

UNIVERSITY of HAWAI'I®
WINDWARD
COMMUNITY COLLEGE

Office of the Chancellor

May 3, 2022

To whom it may concern,

I am writing this letter in support of the University of Hawai'i- West O'ahu (UHWO) and their Behavior Intervention/Threat Assessment Team (BITAT) implementation initiatives, training resources and ongoing professional development opportunities currently being provided to the state. However, more needs to be done still.

Windward Community College is certain that we will be able to benefit directly from the resources and training that will be available as a result of this grant effort. We believe that increasing threat assessment knowledge through training, collaboration and by proactively engaging with other community members using available resources will ultimately result in violence prevention within the state of Hawai'i.

Furthermore, we know that Bev Baligad has been extremely involved in the state's threat assessment endeavors which includes: co-Founding Threat Team EDU (TTE); general and consult group member of Threat Team Hawai'i (TTH), serving on the Hawai'i National Governor's Association Policy Academy (NGAPA)Team as a core member and assisting BITATs who need consulting and training. Since Bev has built a reputation within the state as an individual who is trying to have more training and programs available to community members who are interested and in need of assistance, we have faith that the programs and information will clearly benefit the BITATs and the state as a whole. This project will allow more local communities to develop the capacity to identify, address, and prevent targeted violence.

On behalf of Windward Community College, I support the efforts of UH West O'ahu to seek funding to support statewide threat assessment training efforts that will serve as a catalyst to propel the state's efforts to build and support more diverse and culturally inclusive prevention efforts here locally.

Respectfully,

(b)(6)

Ardis Eschenberg, PhD
Windward Community College
Chancellor

45-720 Kea'ahala Road
Kāne'ohe, Hawai'i 96744
Telephone: (808)-235-7402
Fax: (808)-247-5362
www.windward.hawaii.edu

An Equal Opportunity / Affirmative Action Institution

EMW-2022-GR-APP-00072

Application Information

Application Number: EMW-2022-GR-APP-00072
Funding Opportunity Name: Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)
Funding Opportunity Number: DHS-22-TTP-132-00-01
Application Status: Pending Review

Applicant Information

Legal Name: University of Hawaii
Organization ID: 22839
Type: Public and State Controlled institutions of higher education
Division: University of Hawaii - West Oahu
Department:
EIN: (b)(6)
EIN Shared With Organizations:
DUNS: 195737551
DUNS 4: 0000
Congressional District: Congressional District 01, HI

Physical Address

Address Line 1: 91-1001 Farrington Hwy
Address Line 2: **[Grantee Organization > Physical Address > Address 2]**
City: Kapolei
State: Hawaii
Province:
Zip: 96707-4507
Country: UNITED STATES

Mailing Address

Address Line 1: 2440 Campus Road, Box 368
Address Line 2: Office of Research Services
City: Honolulu
State: Hawaii
Province:
Zip: 96822-2234
Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Hawai'i's Whole Community Approach to Building and Sustaining Behavior Intervention/Threat Assessment (BITA) Knowledge Through Ongoing Supportive Educational Measures and Events.
Program/Project Congressional Districts: Congressional District 01, HI
Proposed Start Date: Sat Oct 01 00:00:00 GMT 2022
Proposed End Date: Mon Sep 30 00:00:00 GMT 2024
Areas Affected by Project (Cities, Counties, States, etc.): Hawaii

Estimated Funding .

Funding Source	Estimated Funding ($)
Federal Funding	$533285
Applicant Funding	$0
State Funding	$0
Local Funding	$0
Other Funding	$0
Program Income Funding	$0
Total Funding	$533285

Is application subject to review by state under the Executive Order 12373 process? Program is subject to E.O. 12372 but has not been selected by the State for review.
Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Beverly Baligad	(b)(6)		rimary Contact
Nozomi Kanoho			econdary Contact Authorized fficial Signatory Authority

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program
CFDA Number: 97.132

Budget Object Class	Amount
Personnel	$206112
Fringe Benefits	$108930
Travel	$7100
Equipment	$0
Supplies	$22100
Contractual	$63000
Construction	$0
Other	$16000
Indirect Charges	$110043
Non-Federal Resources	**Amount**
Applicant	$0
State	$0
Other	$16000
Income	**Amount**
Program Income	$0

How are you requesting to use this Program Income? [$budget.programIncomeType]

Direct Charges Explanation:
Indirect Charges explanation:

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	$	$	$	$
Non-Federal	$	$	$	$

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
$	$	$	$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false
Signatory Authority Name: Nozomi Kanoho
Signed Date: Tue May 17 00:00:00 GMT 2022
Signatory Authority Title: Contracts and Grants Manager

Certification Regarding Lobbying

Form not applicable? false
Signatory Authority Name: Nozomi Kanoho
Signed Date: Tue May 17 00:00:00 GMT 2022
Signatory Authority Title: Authorized Official Signatory Authority

Disclosure of Lobbying Activities

Form not applicable? false
Signatory Authority Name: Nozomi Kanoho
Signed Date: Tue May 17 00:00:00 GMT 2022
Signatory Authority Title: Contracts and Grants Manager